REPORT RESUMES

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PRACTICES OF STATE DEPARTMENTS OF EDUCATION IN NEW EDUCATIONAL MEDIA/AUDIOVISUAL EDUCATION DURING 1960-61, FINAL REPORT, VOLUME 2, APPENDIXES.
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THIS DOCUMENT, PRESENTING APPENDIXES FOR A NATIONWIDE STUDY ON THE FUNCTIONS OF INDIVIDUAL STATE DEPARTMENTS OF EDUCATION IN DEVELOPING SCHOOL PROGRAMS IN AUDIOVISUAL AND OTHER MEDIA, WAS PREPARED AS A SUPPLEMENT TO PROJECT RESEARCH REPORT ED 003 116. IT INCLUDES--(1) A BIBLIOGRAPHY, (2) TWO RESEARCH PAPERS ON STATE FUNCTIONS AND LAWS RELEVANT TO THE USE OF EDUCATIONAL MEDIA, (3) AUDIOVISUAL RESEARCH DATA, (4) THE PROJECT QUESTIONNAIRE AND INTERVIEW SCHEDULE, AND (5) CRITICAL RESPONSES TO THESE WORKING PAPERS. (MB)

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PRACTICES OF STATE DEPARTMENTS OF EDUCATION
IN
NEW EDUCATIONAL MEDIA / AUDIOVISUAL EDUCATION
DURING 1960-1961

FINAL REPORT

Volume II

Appendices

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APPENDIX B

1. Fred R. Beach, The Functions of State Department of Education.
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CHAPTER I

The Emerging Role of the State
Department of Education

2. John W. Connelly, Jr., Report State Laws on Audio-Visual Media
Of Instruction in Public Schools And On Establishment
Of Educational Television Stations.
Washington: U.S. Department of Health, Education, and Welfare,
Office of Education, 1962
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CHAPTER VI

CONCLUSION

1. Fred R. Beach, The Functions of State Department of Education. Washington: U.S. Government Printing Office, 1950 (Reprint)

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REPRINT

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Washington: U.S. Government Printing Office, 1950.

CHAPTER I

The Emerging Role of the State Department of Education

The first half of the twentieth century marked the emergence of the State department of education into a new and vital role in American education. Vast economic, social, and technological changes in our society during these years made new demands upon our decentralized system of education. These demands could not be met when local school units existed in educational isolation, nor when State departments were chiefly clerical and statistical agencies. It was only when State departments of education occupied a position of leadership and service in the educational affairs of the State and when a true partner relationship existed between local school authorities and State departments of education that modern educational needs could be fulfilled.

This transition in the role of the State departments of education did not take place simultaneously in all States, nor at the same rate. In fact, it is still in process. Some States through reorganization of the structure of their departments and the reallocation of functions have made abrupt and rapid advances. A few State Departments are still in the early stages of development.

A brief resume of the developments which played a part in bringing about a new role for the State department of education will throw light on present needs for State department functions. First, it is essential to examine State structure for education.

State Decentralization of Educational Control

The structural pattern of American education is unique: Its counterpart is to be found nowhere else in the world. It is characterized by being decentralized in administration and control in contrast with central administration and control which are prevalent elsewhere in the world. The keystone of this structure is individual State authority and responsibility.

Since the inception of this country as a Nation, education has been a State function. Through Article X of the Federal Constitution, power and control over education were "reserved to the States respectively or to the people." For more than a century and a half, the courts have sustained and strengthened this power. Rarely have the several States been restricted in their exercise of this power and then only when there has been an infringement upon the rights guarenteed by the United States Constitution.

As a result we are a Nation of ~~48~~ 50 different State school systems. Each State has established its own structure, organization, and method of support of public education. No State has established a single central State agency and vested it with all State educational functions. On the contrary, the unusual structural design established by the States for discharging their responsibilities provides decentralized control. [illegible]

States universally have allocated their educational functions to two types of agencies: (1) Local agents and agencies, each of which discharges its functions in a designated geographical area in the State, and (2) State agents and agencies, each of which discharges its functions on a Statewide basis. The key to the effective working of this decentralized system is proper distribution of responsibilities between State and local agencies. In this area the last 50 years have provided valuable experience and brought considerable change.

Early Educational Isolation of Local Administrative Units

Historically, education grew up in America under local control. During the eighteenth century, territorial governments and the newly created States provided little, if any, direct supervision over local educational programs. Even during the next hundred years, which saw the firm establishment of State systems of education, the responsibilities of State departments of education remained chiefly clerical and statistical. The dynamic leadership of such educational statesmen as Horace Mann, Henry Barnard, Thadeus Stevens, Caleb Mills, and John D. Pierce in extending the services of State departments of education was the exception rather than the rule.

Local school units existed during these years in what might be termed educational isolation. Each local unit was largely on its own, although some States provided slight financial aids. It is not surprising that the vast differences in ability of local units to support education, the wide variations in educational load, and available local leadership resulted in startling inequalities in educational offerings. Not until the twentieth century was it generally recognized that the services of a central education agency were indispensable in correcting these inequities. This was due to the changing conceptions of the nature and importance of education in American life.

Extending the Ideal of Equality of Educational Opportunity

The first half of the twentieth century was marked by an accelerating demand of the people for a more comprehensive realization of the democratic ideal of equality of educational opportunity, which is the cornerstone of American culture. Educational isolation of the local units was no longer satisfactory. It was incompatible with this ideal. Differences in ability among communities to support educational programs and the meager programs offered in some localities became matters of general concern. The feeling developed that the scope and quality of educational offerings, wherever in existence in the State, good or bad, affected the welfare of all the people within the State.

Translating this ideal into actuality meant that the State would guarantee a minimum or foundational education program everywhere which would be equally available to all. New patterns of State financing of education which gave meaning to this democratic concept were adopted in one State after another. But improved financing of education was not all. The demand for the establishment of State-wide minimums in one major area of educational endeavor after another followed until the total State educational program was included. Coupled with this development was the recognized need for a State agency to assist and encourage local units to exceed State-wide minimums and to diffuse good practice.

The rapid expansion of public education during these years increased the demands upon State departments of education for services. The need for these new developments to grow up, not only under the general laws of the State but also under the general supervision of a State agency, added considerably to State department responsibilities.

This expansion has resulted in State legislation which has continually increased the leadership and regulatory functions of State departments of education. Hardly a recent session of a State legislature has passed without the enactment of new laws increasing the duties of State departments of education.

Through these developments, most State departments of education have been lifted into a position in the State which requires strong leadership in educational affairs. The results have been advantageous to local school units. The new leadership has furthered the improvement and strengthening of local programs of education. At the same time, the demarcation between functions of State and local agencies generally has been carefully maintained to foster local freedom. Local educational freedom is of such surpassing importance in our American system that reference to it cannot be omitted in any consideration of the functions and services of State departments of education.

Encouraging Local Freedom

The local school unit is recognized as the basic unit in American education. Local school authorities are entrusted with broad powers for the direction, management, and operation of the local educational enterprise. Local boards of education, generally elected by the people and representing the people, constitute the governing bodies of the local administrative units. Subject to established minimum State-wide standards, which may or may not be present in a particular State for an individual service, these boards appoint the superintendent of schools, the principals, the supervisors, and the teachers. They fix the salaries and determine the budgets and the amount of money to be raised locally. They determine, to a great extent when and where schools are to be built and at how much cost. They determine, in large measure, what is to be taught and how. From the earliest times, local educational freedom, responsibility, and initiative-traditional characteristics of our American system-have been carefully guarded and maintained. No deeper conviction pervades the people of this country than that the preservation of the American way of life depends upon keeping the control of the schools close to the people. This concept remains a dominant factor in determining the line of demarcation in our decentralized system of education.

Two Foundations of the State Educational System

Out of the experience of the years a new concept has developed. It recognizes that the structure of the State educational system rests on two major foundations. The State department of education and local school units are partners in discharging the State's educational responsibilities. They are mutually interdependent. Educational progress arises from both. Each occupies an essential place in the American system of education. Each contributes to the improvement of education. Each provides the services which it is peculiarly qualified to perform and which result in the growth of the individual citizen. The weakness of either can be detrimental to the welfare of the other and to education generally. Both need to be strong to fulfill their special functions if education is to be best served.

The realization and growing acceptance of this concept during the past 50 years have been a source of progress for American education. It has contributed to the strengthening of both State and local educational agencies to the end that citizens might have better educational opportunities. The partner relationship promises to be one of the most significant developments for the improvement of the American system of education.

Major Barriers to Effective Functioning

No discussion of the emerging role of the State department of education would be complete without pointing out major barriers which still need to be overcome. The effective working of the decentralized system of education demands a suitable structure, both for State departments of education and for local school units. In a rapidly changing society with changing needs, fixed educational structure poses a serious question. State structure for State departments of education and local school agencies in many cases was fixed in constitutions or statutes by the people in terms of social, economic, and educational conditions early in our history. Once created and systemized, these patterns have taken on professional and institutional stereotypes and have lived in spite of profound changes in the society to which they were geared.

Thousands of local administrative units are too small to provide well-rounded educational programs. Others are improperly constituted to provide the best educational offerings. The development of satisfactory units of local control in many States is one of the most important educational tasks that lie ahead. While unsatisfactory units persist, State departments of education are called upon to perform services quite different in type and kind from those they furnish to more suitable units. State legislatures have frequently recognized this difference in need and have mandated certain State department of education regulatory services for less satisfactory units. As States gradually establish a more suitable local structure, its influence will be reflected in better educational offerings locally and changing demands in State department services.

Just as the weaknesses in local unit structures have their ill effects, so the weaknesses in the structure of State departments of education establish barriers to effective functioning. Some of these are: Unsuitable methods of selection, composition, and tenure of State boards of education; lack of authority and responsibility of the board over the total State educational program; unsuitable methods of selection of the chief State school officers and his staff; inadequate financial support and staffing of the department; and the restrictive limitations imposed on the internal organization of State departments of education. These barriers play a decisive part in the leadership and services which State departments of education are in a position to offer. The first study in this series, The Structure of State Departments of Education, showed the urgent need for modernization.[1]

The general level of the influence of a State department of education is not likely to rise much higher than the possibilities in its existing structure. It is probable that structural barriers constitute one of the major reasons that State departments of education are not fulfilling their potentialities in service to American education.

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[1] Beach, Fred F., and Gibbs, Andrew H. The Structure of State Departments of Education. Washington, U.S. Government Printing Office, 1949. (Federal Security Agency, Office of Education. Misc. No. 10. 81 p.)

2. John W. Connelly, Jr., Report State Laws on Audio-Visual Media of Instruction in Public Schools and on Establishment of Educational Television Stations.

Washington: U.S. Department of Health, Education, and Welfare,
Office of Education, 1962
(Reprint)

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Chapter VI

CONCLUSION

In this chapter there are some observations concerning the significance of audio-visual media of instruction in the educational process, observations concerning the general interpretation of school laws, a recapitulation of specific legislation dealing with these media, and some final observations.

Audio-Visual Media in Education

The first observation which should be recorded is that there is abundant evidence to indicate that the use of audio-visual instructional aids is completely integrated in the general instructional process of the public schools. More specifically, such media are regarded as supplemental teaching aids, are used as expediency requires, and are not treated as unique items of equipment requiring separate consideration. This, of course, is generally acknowledged, even by the most earnest advocates of the increased use of these instructional tools. But it cannot be over-emphasized, because it colors the interpretation of a great mass of school laws.

Even in those States which have legislation dealing specifically with some or all types of these media, the legal authority for the whole range of activities in the instruction of pupils, procurement of supplies, preparation of budgets, and a host of others, must be applied to these media in the same way as it is applied to others, unless there are specific legislative or regulatory provisions indicating otherwise. Naturally all of those general laws and general powers provide the source of authority for dealing with audio-visual media in those States which have no specific legislation on the subject.

General Interpretation of School Laws

State legislatures have a mandate to provide all laws necessary for the effective operation of a public school system. In the different States they have responded to this mandate in different ways. All of them have provided laws for the organizational structure of the school system, for the division of authority and duties and for the interaction among organizations and officials within the system, for financing the schools, and for all operational and other activities in a huge, continuing project extending throughout the varieties of geographical and social areas of the State.

The respective legislatures know the basic problem and the local requirements to be met in solving it. The body of school laws which they enact, therefore, must be taken as the measure of what these legislatures consider necessary for operating the schools and effective in achieving the objective of the operation.

Views on what is necessary and what is effective differ, of course, among legislatures as among individuals, and may depend to some extent upon local geographic and social conditions and upon the economic capabilities and development of the State. Some differences of views are reflected in legislation enacted in some States on certain subjects, of more or less marginal relevance to basic educational programs. In other States there may be no legislation on one or more of those subjects.

Leaving aside such marginal subjects, however, there is in all States a hard core of legislation intended to provide the organizational machinery and the distribution of power within it, necessary to operate an effective educational program. In different ways provision is made for organizations and officials to use their discretion in supplying details, not specifically covered by the legislature, to make the machinery work and to make the program effective.

Whatever the machinery and powers expressly granted, and however much the legislature has left to be filled in by others in the exercise of discretionary powers, however, it must be assumed that the legislature has intended to provide enough legislation to make the system work effectively.

Acting on this reasonable assumption, the assortment of powers granted in each State has been examined to determine what authority has been granted expressly, or might reasonably be implied from general grants, to deal with audio-visual media of instruction. The results of the inquiry are set forth, as previously described, in the separate reports for the States and in Chapter V, ante.

Large blocks of legal authority to carry on different activities relating to these media have been recorded under the categorical headings. Where express authority has been lacking, and it has not been possible to find a reasonable basis for authority reasonably implied from other powers, no entry has been made.

Thus, in Chapter V and in the reports for States, there are no citations for some States with respect to one or more of such activities as organizing special units for the use of these media, conferring outside of the school organization on the use of them, distributing such equipment among the schools, producing different types of such equipment, prescribing qualifications of using personnel, and accrediting schools with reference to a minimum supply of such equipment.

It cannot be definitely concluded from lack of citations for any such activity that no authority for it exists. State educational officials may conduct the activity indicated, by reason of local interpretation of a statute which is not entirely clear in a purely legal analysis such as this, which is out of the local context. A more precise conclusion on this subject can be reached by examining the answers in the questionnaires and interviews of SAVES which will indicate whether or not such an activity is conducted.

Another possibility, of course, is that the State legislature has not considered it necessary, acting independently or on recommendation of the State board or the chief State school officer, to supply additional authority for such activity. The ground for such a decision would be either that it has considered authority already granted adequate for such activities, or that it has not considered the activities necessary for the effective operation of the school system.

In any case, lack of citations for some States, with respect to one or more functional activities discussed in Chapter V of this Report and in the separate reports on the States, should not be taken as conclusive evidence that no such authority exists or is exercised. At the same time, blank spots in the lists of citations may be useful caveats.

There is, of course, the possibility that authority for some activity is actually lacking or that there is real uncertainty concerning it. In that case, the lack of citations would serve the useful purpose of calling attention to this fact, for such action as the State legislature might determine. The lack of citations could also suggest particular activities to which legislatures might give attention for the purpose of encouraging educational officials in a wider use of new educational media.

Specific Legislation on Audio-Visual Media

In the following pages there is a brief recapitulation of Chapter III of this Report dealing with legislation and regulations relating specifically to audio-visual media of instruction. The chapter itself should be consulted for details, but the recapitulation will give quickly a general picture of different types of legislation on the subject.

In some States there is no such legislation. In some, the provisions relate only to types of equipment grouped here, for convenience, under a class called "basic". This consists of charts, exhibits, flat pictures, maps and globes, models and posters.

These items were included in the definition of audio-visual materials in the contract, and have therefore been considered throughout this study. Yet, whatever their modern representatives may be, they are types of equipment which for many decades have been in common use in schoolrooms. Legislation concerning them, therefore, has practically no significance as an index of trends toward the adoption of the modern, more sophisticated media of instruction.

States having only legislation on such basic types of equipment are in about the same position as States with no legislation at all. Authority to deal with these items alone would give only frail support to an implication of authority to deal with films and television. In such States, therefore, implied authority to deal with more sophisticated types of equipment must rest on a grant of powers to deal with "school supplies", "teaching equipment", "instructional material", or the catch-all "other necessary supplies" or similar expressions which always accompany reference to maps, globes, and so forth.

The same general expressions provide the basis for implied authority to deal with audio-visual aids in those States having no specific legislation at all.

Three other classes have been adopted here for convenient description of different types of audio-visual equipment. One is "films", which includes the related items listed in the contract as filmstrips and slides, as well as motion picture films and similar items. Another is "audio-visual" which includes tapes and other sound recordings of various types and which is itself used as a generic term in some legislation, thus suggesting such a class here. The last class is "television" which includes various kinds of legislation on that subject, as well as the few references made in statutes to radio.

Some of the specific legislation on these subjects might, perhaps, have been dispensed with, but may have been enacted to remove any lingering doubts concerning authority or to offer encouragement for wider use of new media. Some of the legislation provides special incentives to school organizations by providing for matching funds in support of teaching programs with new media. Some provides for creation of special centers or special services to make new teaching aids more widely available. And some provides for special organizations to accomplish these purposes. In a few cases legislation states specifically that television is an acceptable teaching tool.

Many of these objectives might be achieved by appropriate administrative action at the top level of the educational structure or at the lower operating levels, as has been done in a number of States without such special legislation. It is desirable, however, for a number of purposes to have a clear record of legislative intent in a statute authorizing particular activities. This is preferable to other evidence of that intent found in State appropriations to support certain activities for which no specific authority is found in the statutes.

In the following twelve States the legislatures have decided it was not necessary, or at least have taken no action, to provide any legislation dealing specifically with audio-visual media of instruction:

Alaska
Colorado
Idaho
Kentucky
Maine
Michigan
Minnesota
Nebraska
Nevada
New Mexico
Texas
Wyoming

There is evidence, nevertheless, with respect to most of them, that audio-visual media are used in the schools.

In the following nine States, the legislatures have provided brief legislation concerning only some form of simple, basic types of these media:

Arizona (authorized local procurement of "teaching aids")

Delaware (authorized requisition by State-administered districts, and local procurement by other districts, of maps, globes and charts, materials of instruction, educational equipment, apparatus and other supplies; required State library to have maps and charts)

Georgia (authorized local procurement of maps and globes; authorized State board recommendations for appropriations for "teaching materials and aids")

Iowa (authorized local procurement of maps, charts and "apparatus")

Kansas (authorized State board approval of maps and educational material other than textbooks; authorized local procurement of maps, charts, teaching equipment and "other instructional material")

Missouri (authorized local procurement of globes, maps, charts, apparatus)

Washington (authorized local procurement of maps, charts and other apparatus)

West Virginia (authorized local procurement of apparatus, pictures and maps - annotated decisions extend authority to charts)

Wisconsin (directed State superintendent to collect in his office apparatus, maps and charts without cost to State)

In the following four States, the legislatures have provided legislation relating only to "audio-visual" but none with respect to particular types:

Hawaii (made appropriations for "audio-visual center" at University of Hawaii, and for "audio-visual education" in public schools)

Maryland (authorized procurement of "visual and auditory aids" by State superintendent for those schools under supervision of State board, and by county boards for schools under their supervision)

Mississippi (established office of "Supervisor of Audio-Visual Education" in department of education)

Utah (directed State superintendent to prepare "visual education aids" and incorporate them in courses of study)

In the following two States, the legislatures have provided legislation dealing with simple, basic types of these media, as well as the class audio-visual, but nothing else:

New Jersey (authorized local procurement of maps, charts, and globes; authorized School Library Service in State Library to handle prints, maps, and related library materials; provided elaborate and fine procedure authorizing voluntary establishment of County Educational Audio-Visual Aids Centers by local boards, and combined local and State support of them)

South Dakota (required State Free Library Commission to prepare suitable material, including pictures; directed county superintendent to procure "audio-visual equipment and supplies" for county library, made available to all schools; required school boards of independent districts to spend minimum amount for "audio-visual equipment")

In the seven States listed below, the legislatures have provided legislation relating only to educational television and to no other form of audio-visual media.

Alabama (created Alabama Educational Television Commission, directed it to control channels, regulate location, operation and programs of stations, and authorized it to own and operate stations, contract with others to operate, and accept gifts and grants)

Arkansas (created Arkansas Educational Television Commission, modeled exactly on Alabama legislation with minor differences in membership but some powers and duties as shown above)

Florida (created Florida Educational Television Commission under control of State board of education, authorized it to establish network designated by State board, to encourage activation of reserved channels and extension of television network, and to act as advisor and consultant to educational television stations whether supported by State, local, or private funds)

Illinois (authorized all school boards to contract for receipt of educational television programs; authorized boards in cities of over 500,000 inhabitants to provide a television studio in one school building only and grant use of it to television station established in district; authorized each such board to maintain and operate one radio station for educational programs, but prohibited it from constructing, acquiring, maintaining, or operating a television station)

Louisiana (created the Louisiana Educational Television Commission composed of large representative membership, authorized it to aid communities to establish television stations, to promote use of educational television in State, to study needs, recommend policies, serve as advisor on television, and accept gifts and grants; authorized State board of education, Louisiana State University board, and State department of education, acting through State superintendent, to build, rent or take necessary steps for establishment and maintenance of television facilities; authorized State superintendent to contract for television programs and to accept grants from foundations, groups and individuals if not restricted by conditions)

Oregon (authorized use of television and radio for direct teaching, enrichment, and in-service programs for teachers; authorized State board to approve such programs provided by State-operated stations; authorized State department to use personnel, facilities and funds to encourage use of television, to plan programs, assist local districts to plan, contract for professional services, acquire material for use in programs; declared State board of higher education managing agency of radio stations KOAC and KTEC and of television facilities licensed to it; directed it to make programs available for educational purposes for fee; authorized it and any Oregon non-profit corporation organized for the purpose to apply to FCC for educational television license)

Rhode Island (in clear legislation, authorized the State board to control all channels allocated to State, establish and operate stations, produce programs and contract for receiving and exchanging them, to charge fees for television services rendered, to receive appropriations from the State, gifts from private sources and grants from the Federal government for educational television and to do all things necessary to accomplish purpose of the program; created a large and representative advisory commission to advise the State board on educational television; and directed itself, the general assembly, to make annual appropriations to support the program adequately)

In the remaining sixteen States listed below, the legislatures have provided legislation relating to two or more of the following types of audio-visual aids: basic (i.e.maps, globes, charts, exhibits and so on), films (any type such as film strips, slides, educational films), radio or television, or audio-visual in general.

California (*basic*: department of education authorized to buy maps, engravings, paintings for State library; also maps, charts, pictures, engravings, statues, apparatus and works of art are included in library service; *films*: local procurement of educational films without bids is authorized; *audio-visual*: State superintendent authorized to develop audial and visual curriculum materials and methods to use them; extensive and fine program for voluntary contract between county superintendents and local boards under which he buys equipment and provides it and services to districts and costs are shared by State and local districts; *television*; authority for same voluntary contractual arrangement between county superintendent and local boards to obtain television broadcasts or establish television stations; also authority for local boards to do so independently, or with other boards and to sell services; Television Advisory Committee and Office of Television Co-ordinator established; State superintendent authorized to conduct experimental work in "radio and vision")

Connecticut (*basic*, *films*, and *audio*: authority to certain agencies, including by interpretation school districts, to contract for procurement of "recordings, films and related library materials")

Indiana (*basic*: authority of superintendents or committees in large cities to select charts, maps, and apparatus for approval of city board; *audio-visual*: authorizes use of "apparatus, other articles, and educational appliances" in schools; division established in department of education to initiate and superintend instructional materials centers; *television*: authorizes any school corporation to give instruction by television.

Massachusetts (*basic*: commissioner of education directed to collect apparatus, maps, charts in his office; local committees, i.e. boards, directed to procure apparatus, other means of illustration; *audio-visual*: office of audio-visual services created in department and administers privately organized film cooperatives voluntarily subscribed to by school districts; *television*: Executive Committee for Educational Television established authorized to administer educational television program fund)

Montana (*basic*, *film* and *audio-visual*: library of visual teaching aids established and authorized to acquire in various ways sound films, slides, charts, graphs, models, pictures, dioramas, and other visual aids and to rent them to schools)

New Hampshire (*basic:* authorizes local boards to procure maps, charts, apparatus and conveniences; requires "standard schools" to be equipped with maps and other necessary appliances; *audio-visual:* requires State commission to plan acquisition of "audio-visual materials and equipment" for schools under NDEA program; *television:* appropriated funds toward partial support of Station WENH-TV and the New Hampshire Educational Broadcasting Council, Inc., and other funds for operation of station for school districts but on matching fund basis for them)

New York (*basic:* authority to procure works of art, maps, globes, or other school apparatus granted to local boards; commissioner of education authorized to furnish to schools pictorial and graphic representations as instructional supplements; *basic*, *film*, *audiovisual:* Board of Regents authorized to acquire in various ways pictures, statuary, lantern slides; apparatus, maps, globes, films, sound films, kinescopes, photographic recordings and other articles useful in school system; *television:* authorized Board of Regents to acquire in various ways materials for use in television, *viz.*, sound films, kinescopes, audio recordings, video recordings, scripts, research reports for production of television programs; authorized Board of Regents to grant charters of incorporation to certain organizations for educational television and control their operation; authorized Board of Regents to provide State funds on matching basis for establishment of television stations by school districts and boards of cooperative educational services, which are specifically authorized to establish and operate them, and authorized commissioner of education to control allocation of funds on priority of merit basis)

North Carolina (*basic:* authorized State board to supply schools with supplementary textbooks and "instructional materials"; *television:* appropriated to State board funds for teaching by television, directed it to adopt courses, and allocate to local boards funds for paying for television and related services obtained)

North Dakota (*basic:* directed State superintendent to preserve in his office maps and charts; *television:* authorized State superintendent to contract with non-profit organization to furnish television programs for schools and others)

Ohio (*basic*, *films*, *audio-visual:* authorized boards of library trustees to procure supplies, equipment, books, records, films and other library materials; *television:* created Ohio Educational Television Network Commission and authorized it to own and operate television stations, determine programs to be broadcast, and contract with others for broadcast of educational programs; authorized local boards to contract for receipt of television broadcasts and to supervise programs for schools)

Oklahoma (audio-visual: directed State board to administer "program of audio-visual education"; films: authorized State board to select appropriate films, establish and maintain State depository of films, designate special films for circulation among schools, establish regional film libraries; authorized school districts, with limited matching State funds, to establish local film library, and to procure projectors; authorized county superintendents to procure, with State funds allocated, projectors and films and to take them on circuit for use in schools; television: established Oklahoma Educational Television Authority, with large advisory board, to control channels, establish and operate television stations, contract, and issue bonds - very elaborate legislation)

Pennsylvania (basic, films, audio-visual: authorized local boards to purchase, without certain money restrictions, maps, music, globes, charts, educational films, filmstrips, transparencies and slides, magnetic tape recordings, and disc recordings; directed State department to purchase maps, slides, films and library materials for public and other circulation; audio-visual: authorized county boards, or if they fail to act then local school boards, to establish alone or jointly with others audio-visual libraries and instructional centers; television: directed State council, i.e. board, to plan for broadcasting facilities and establish service areas; authorized State department to contract with producers or users for educational television, to establish pilot project and buy necessary facilities and equipment, to make special grants to school districts for procurement of programs; authorized school districts and certain other organizations to contract for joint operation and broadcasting and for receiving)

South Carolina (films and audio-visual: directed State Schoolbook Commission to provide audio-visual equipment, including films and projectors, for use of schools on rental or library purchase plan)

Tennessee (films: urged the State department to supply for use of high schools certain film against Communism; television: created Tennessee Educational Television Commission and directed it to have research and experiments conducted in educational television and for that purpose to grant matching funds to any agency solely in field of educational television and holding a license from FCC; authorized it to intervene in allocation or reassignment of channels allocated to State - i.e. exercise discretionary control of channels; appropriated funds to be used in the matching funds programs; and authorized service contracts with and support of television station approved by the Commission (1) by State controlled colleges and universities, subject to certain conditions, and (2) by the board of education of any city, county, or special school district, subject to availability of funds)

Vermont (films and audio-visual: directed State board to allocate for each biennium $5,000 to provide to schools visual educational films and instructional help in use of visual educational material, BUT in recent years no State appropriation has been made for this purpose; television: appropriated in 1961 sum of $2,000 and any unexpended balance to continue the commission on educational television for next two years - essentially a study commission)

Virginia (basic and films: directed the State board to select textbooks and educational appliances, including films, for use in schools; television: established the Advisory Council on Educational Television in 1962, and directed it to conduct studies on need for new facilities for State-wide coverage, to make plans for construction of facilities and publish them, to establish priorities of needs, to hold hearings on construction applications, to contribute a maximum of 1/3 toward construction - but not operation - costs, and to accept on behalf of State grants, gifts and contributions from any source to carry out program; established the Educational Television Facility Construction Fund for monies received for any approved project; and directed State board of education to cooperate with television council)

No legislation was found in any State dealing with teaching machines or with closed-circuit television.

In ten States there are regulations dealing specifically with one or more types of audio-visual media. They were issued in the exercise of power granted by the legislature, and have the force of law.

California (basic, films, television and audio-visual: restricted purchases by county superintendents of "materials" and films and filmstrips to those "adopted" by county boards, and restricted purchases of projection equipment by them to that for use by staff to provide "audio-visual services", or for loan to schools or for certain educational services; prohibited use of construction money obtained from State School Building Aid Fund for purchase of broadcasting systems, television, recorders, public address systems, radios, record players. tape recorders, and cycloramas)

Kansas (basic, film and audio-visual: required, for meeting accreditation standards, that school boards provide maps, charts, teaching equipment, and "other instructional materials"; required, for some standards, that elementary school libraries contain pictures, filmstrips, recordings, and "audio-visual equipment" and that "audio-visual equipment" be freely circulated; required, for same standards, that junior high school libraries contain "such other learning aids as recordings and visual materials" and that all high school libraries contain "audio-visual materials")

Minnesota (basic, films, and audio-visual: required, as one of minimum standards for school libraries, that they contain "films, recordings, models...filmstrips, flat pictures, globes, and similar material" and that they provide space for "viewing, listening and conference purposes"; required, as one prerequisite for appointment to position of Director of Audio-Visual Education, at least ten semester hours in audio-visual courses, including specific types listed, and, for appointment to position of Coordinator of Audio-Visual Education, at least one course in audio-visual methods in teaching and in audio-visual administration; required, as one minimum standard for new construction, that new buildings "provide for visual and auditory comfort and efficiency")

North Dakota (basic: required as minimum standard for schools a globe of certain size for grades 3-8, certain maps and charts to supplement particular studies in high schools, and maps in all schools for all courses in geography and history)

Oklahoma (basic, film, audio-visual, and television: required, among minimum standards of instructional material to be met in all schools, "audio-visual equipment and materials", as needed, including motion picture, films, filmstrips, slides, recorder, radio, record player, charts, maps, globes, chalkboard, flat pictures, objects, models, excursions, and field trips; recommended ratio, according to number of students or type of building, for supply of 16mm sound projectors, filmstrips and small projectors, opaque projectors, record players, tape recorders, radio receivers, TV receivers, overhead projectors, and screens; required certain lighting arrangement and electrical outlets in rooms used for projection equipment)

South Carolina (film and audio-visual: specified, in "standard list of equipment to be purchased by school districts, black-out drapes, 16 mm projectors, filmstrip projectors, record players, tape recorders, and projection screens; specified, in "additional lists", a great many items, too numerous to repeat here, but including various types of films, slides, projectors, accompanying equipment, as well as TV receivers and TV closed circuit equipment)

South Dakota (audio-visual: required that school libraries be organized as a resource center for instructional material, that they contain audio-visual materials, and that a minimum amount be spent each year for the purchase of such materials)

Tennessee (basic, film, and audio-visual: required, as minimum standard equipment available for use in each classroom of high schools, such equipment as projector, films, slides, recordings, basic maps, charts, pictures, record player, exhibit materials, and required that libraries in such schools have facilities to care for "filmstrips, recordings, and so forth"; required for schools with grades 1-8 or 1-10 materials collections including a suitable globe, basic maps, bulletin boards, exhibit materials, and pictures, and the use of additional materials in the county materials center; required also in such schools that a teacher-librarian or materials coordinator select and organize materials)

Virginia (basic, films, and audio-visual: authorized the expenditure of State library funds, on a matching basis, for phonographs, radio-phonographs, and recordings for audio-visual programs, for audio-visual equipment and teaching supplies selected by State department, including motion picture projectors, still picture projectors, screens, sound and silent films, globes, maps, and charts, and, apparently without matching, for two sizes of auditorium screens, as well as 2x2 inch slides, filmstrips, on library list of State department; and, in effect, suggested use of material by listing some 2,400 titles of State-owned films avilable in depository centers at State, regional, school district, and local school levels)

Washington (audio-visual, television: required use of local funds in purchase of "visual aid equipment", intercommunication and public address equipment, stage equipment of different kinds, picture screens, projection curtains; gave incentive by providing extra credit in accreditation for those schools providing special services in audio-visual and television media)

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Appraisal of Legislation and Regulation on Use of Audio-Visual Media

No comparative analysis of all of the legislative and regulatory provisions referred to above can be given here. Time does not permit this, and evidently the contract did not contemplate an appraisal of the relative merits and importance of the different types of specific legislation on this subject.

In the light of insights gained in this study, however, the followin personal opinions can be expressed on the legal significance of such provisions in their local context with other school laws. Laws authorizing the procurement and use of particular types of media are useful in removing any doubt as to authority, and may have some value as encouragement, but otherwise have only minor significance. Laws directing the use of particular types of media are more significant, but their significance is immediately relative to the amount of State aid provided to assist in compliance with the directives. This may vary from time to time.

A more useful type of legislation is that providing for a program, machinery to implement it, and a formula for matching funds which can be counted upon in long-range planning. Several good examples of this type appear in this and other chapters and in the separate reports on the States.

Different types of legislation seem more appropriate for some States than for others, depending in part upon the general character of their school laws, in part upon the location of preponderant power within the structure of their school system, and in part upon the type of organization used in the system. It is possible to draw reasonable conclusions on all of these subjects, largely from the information which has been recorded in this study.

Recapitulation of Authority to Establish and Operate Television Stations

There follows a summary of findings and legal opinions on this subject found in Chapter IV, ante. No reference will be made to the legal authority of private organizations, which is governed by class legislation in the States and by the terms of the charters of the respective organizations. Neither will reference be made to authority of organizations outside of the public school system, except television commissions. No conclusions are stated with respect to authority of an organization to operate, under a contract, a station licensed to another organization.

Alabama: 15 channels; 3 licensed to Alabama Educational Television Commission; express and exclusive authority in it and in no other organization.

Alaska: 4 channels; none licensed; perhaps implied authority in State board, or in boards of some independent school districts. Legislation desirable.

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Arizona: 2 channels; 2 licensed to State universities; none left; State board might have implied authority if other channels were available.

Arkansas: 3 channels; none licensed; express and exclusive authority in Arkansas Educational Television Commission and in no other organization.

California: 9 channels; 2 licensed, 1 to a junior college, and 1 to a private corporation; express authority in boards of school districts or county syperintendents, jointly or independently.

Colorado: 4 channels, 1 licensed to local school board; authority clearly implied for boards of large school districts; questionable implied authority for State board.

Connecticut: 3 channels, none licensed; perhaps implied authority for large local school boards if supported by necessary popular vote; very questionable implied authority for State board.

Delaware: 3 channels, none licensed; probably implied authority for board of special school district; perhaps implied authority for State board, especially to provide service for schools operated by it.

Florida: 9 channels, 5 licensed, 2 to private corporations, 2 to State universities, 1 to local school board; implied authority for local school boards; probably implied authority for State board to direct Florida Educational Television Commission or department of education (both under its control) to establish and/or operate.

Georgia: 5 channels, 3 licensed, 1 to local school board and 2 to State board of education; implied authority for both.

Hawaii: 4 channels, none licensed; implied authority for State board.

Idaho: 2 channels, none licensed; implied authority for State board.

Illinois: 7 channels, 3 licensed, 2 to State universities, 1 to private association; no authority for any official or organization in public school system.

Indiana: 9 channels, none licensed; evidently no authority for State board or local boards.

Iowa: 6 channels, 1 licensed to local school district; implied authority for local board, but probably following popular vote; perhaps implied authority for State board.

Kansas: 4 channels, none licensed; perhaps implied authority for boards in large cities but it would probably require popular vote and other approval. Questionable. No other authority.

Kentucky: 2 channels, 1 licensed to public library (implied authority); probably implied authority for State board and perhaps implied authority for board of large city independent school districts. (Report from State indicates question of legislation on television now under study).

Louisiana: 4 channels, 2 licensed, 1 to a foundation, and 1 to State department of education; express authority to State board of education, department of education, and board of Louisiana State University, acting through State superintendent of education. Evidently no authority elsewhere.

Maine: 5 channels, 1 licensed to a three-college telecasting corporation; questionable implied authority for State board and for large local boards, but not clear.

Maryland: 1 channel, not licensed; perhaps implied authority for State board, board of Baltimore city, or county school boards, but with only 1 channel and no legislation it would be close question, probably favoring State board.

Massachusetts: 3 channels, 1 licensed to a foundation; clearly implied, but not expressed, for Executive Committee for Educational Television, under control of State board; very unlikely that implied authority could be found for any other organization.

Michigan: 13 channels, 2 licensed, 1 to a foundation, and 1 to Michigan State University; authority implied for boards of first or second class districts, not for others.

Minnesota: 3 channels, 1 licensed to a private corporation; probably implied authority for State board, questionable for large local boards which would have to get permit from State board for any construction by express statutory provision.

Mississippi: 5 channels, none licensed; authority implied for State board and, under its direction, perhaps for the department of education, but not for local boards.

Missouri: 4 channels, 2 licensed, 1 to St. Louis Educational Television Commission, evidently non-official, and 1 to Kansas City School District; clearly implied authority for large school districts, with popular vote if necessary, not reasonable for smaller districts and questionable without legislation for State board or department of education.

Montana: 6 channels; none licensed; no express or reasonably implied authority for any school organizations or officials.

Nebraska: 2 channels, 1 licensed to board of University of Nebraska; questionable implied authority for State board, but none for any others.

Nevada: 2 channels, none licensed; probably not even implied authority for any school organizations or officials at State or local level.

New Hampshire: 2 channels, 1 licensed to the University of New Hampshire; implied authority for State board, but probably not for any local board because of division of powers with voters and municipal officials.

New Jersey: 6 channels, none licensed; probably authority implied for department of education but questionable for State board; clearly implied authority for "Chapter 6" or "Chapter 7" city boards, none for smaller districts.

New Mexico: 6 channels, 1 licensed jointly to Albuquerque school board and regents of University of New Mexico; questionable implied authority for State board; authority implied for all school boards, subject to financial resources.

New York: 10 channels, 1 licensed to a private association; express authority for board of regents, school districts, boards of cooperative educational services (in school system), and corporations chartered by board of regents for this specific purpose.

North Carolina: 8 channels, 1 licensed to University of North Carolina; evidently no authority for any organizations or officials at State or local level.

North Dakota: 6 channels, none licensed; express authority for non-profit organizations; very questionable implied authority for local school boards; none for others.

Ohio: 9 channels, 4 licensed, 2 to different foundations, 1 each to two universities; express authority for Ohio Educational Television Network Commission; none for any school organizations or officials.

Oklahoma: 7 channels, 3 licensed, 2 to Oklahoma Educational Television Authority (a State agency), and 1 to a local city school board; express authority for Oklahoma Educational Television Authority; clearly implied authority for independent school districts and perhaps implied authority for lesser districts if financially able, but in both cases subject to control by "Authority"; no authority for organizations at State level.

Oregon: 3 channels, 2 licensed to "State of Oregon, State Board of Higher Education"; express authority for this board and for non-profit corporations created in Oregon for this purpose; none for State board of education, department of education, or local school boards.

Pennsylvania: 5 channels, 3 licensed, 1 to a private corporation, 2 to Metropolitan Pittsburgh Educational Television Station, which is probably incorporated; express authority for department of public instruction; express authority for school districts to operate but not establish, and only in joint operation with other school districts, county boards, other organizations and non-profit corporations; evidently no authority for any school organization except department of public instruction to establish, and no authority for State board (council) to establish or operate.

Rhode Island: 1 channel, none licensed; express and exclusive authority for State board, none for any other organization.

South Carolina: 4 channels, none licensed; no authority reasonably implied for any school organizations or officials.

South Dakota: 4 channels, 1 licensed to State university; questionable implied authority for State board; implied authority for independent school districts, but not for others.

Tennessee: 8 channels, 1 licensed to a foundation; express authority to non-profit organization under discretionary control of Tennessee Educational Television; no authority to any school organizations or officials.

Texas: 18 channels, 3 licensed, 1 to a foundation, 1 to a "council" evidently private, 1 to board of University of Houston, 1 to independent school district; no authority for any school organizations at State level; implied authority for school districts with adequate financial resources, but probably subject to approval of Texas Central Education Agency, which, however, has no authority itself to establish and operate.

Utah: 5 channels, 3 licensed, 2 to different State universities (1 not yet operating), and 1 to local school district; no authority for State board or department of education; implied authority for any school district with adequate financial resources.

Vermont: 1 channel, not licensed; no authority for State board or department of education; very questionable implied authority for local school boards and only if accompanied by popular vote and action by municipal authorities; most likely choice for 1 station would be University of Vermont, or perhaps non-profit organization, in absence of legislation.

Virginia: 5 channels, 1 licensed to private educational association; no implied authority for State board, department of education, or any local school district ; express authority for non-profit corporation, but effective control could and would be exercised by Virginia Advisory Council on Educational Television in application and later operation.

Washington: 10 channels, 3 licensed, 1 to University of Washington, and 1 each to two school districts; no implied authority for State board, State superintendent, or his "Office", i.e. department of education; clearly implied authority for large school districts but probably not for smaller ones.

West Virginia: 4 channels, none licensed; questionable implied authority for State board, but none for department of education or for State superintendent; implied authority for county boards in county-unit system; also one likely prospect, under its own implied authority, would be University of West Virginia.

Wisconsin: 12 channels, 2 licensed, 1 to University of Wisconsin and 1 to board of vocational and adult education in Milwaukee; no implied authority for any organizations or officials at State level; no implied authority for local school districts, with possible exception of that for Milwaukee, operating under separate set of laws, but not very convincing since a license has already been granted to another organization in Milwaukee; legislation needed.

Wyoming: 1 channel, not licensed; no implied authority for State board, for department of education, or for State superintendent; very questionable implied authority for two large local boards, but no others, and only if accompanied by popular vote and action by municipal authorities; most likely and reasonable, under its own clearly implied authority, would be University of Wyoming, or otherwise a private organization.

Of all of the 20 States which have legislation dealing in some way with educational television, only 10 of them, Alabama, Arkansas, California, Florida (not too clear), Louisiana, New York, Ohio, Oklahoma, Pennsylvania, and Rhode Island, have provided express authority for a specially created State agency or for an organization within the public school system, or both, to establish or operate a television system. There are differences among these, which are reflected in the recapitulation given above and in Chapter IV, *ante.*

Obviously, this is an area where there is great need for State legislation. In some of the States lacking clear legislation on the subject, it is possible to make out a good case of authority implied from other powers. And licenses for several educational television stations have already been issued by the FCC on the strength of such implied authority. But in some other States, as indicated above, no such authority can be implied for any organization in the public school system.

The need for action by some States is all the more apparent, when it is remembered that recent Federal legislation on educational television requires clear authority of an official or organization in a State to accept Federal grants on a matching fund basis for such programs. Legislative authority for this purpose need not be expressed with special reference to educational television, but could be found in a general grant of power to accept Federal funds for educational purposes. Unfortunately, however, the authority granted in some States to school officials to accept such grants is apparently limited to other purposes expressed in the legislation. It might not extend to grants for educational television in some cases, and in others it would probably require an official opinion by the State attorney general to remove uncertainties.

Conclusion

The observations made in this chapter and the recapitulations given provide a general picture of the findings of this study.

Chapter I describes the scope of it, and the other chapters provide the major details relevant to the particular aspect of the work covered by each of them. The separate reports for the States, describing all legal authority which does affect or "may affect" the use of audio-visual media in the public schools, can supply whatever minor details have been omitted from this Report as only marginally relevant.

This combination of papers and records, therefore, can be taken as the complete statement of the legal authority which does affect, probably affects, or "may affect" the classroom use of audio-visual media in the public schools of all fifty States, and of the legal authority to establish and operate educational television stations in all fifty States. It is, thus completely responsive to the contractual requirements with respect to subject matter and equally responsive with respect to the treatment of the material found.

In closing the Report, I feel that I should make a few personal observations for the benefit of those who may conduct other studies of educational laws on a broad scale like that required in this undertaking. The observations concern method, or approach, and may be useful both to lawyers and to educators.

In the present work two approaches have been combined - the specific and the general - and neither would have sufficed without the other. As a rule both lawyers and educators are oriented to the specific approach, for good and sufficient reasons, but different for each of them.

The lawyer, by training and long experience, is accustomed to address himself to a particular factual situation. He must find all of the specific laws and decisions which bear upon the solution of conflicting interests within narrow jurisdictional limits. Usually only one jurisdiction is involved and it is seldom necessary to go beyond it.

The educator, especially a chief State school officer, is caught up in the daily operation of schools. He has his factual situations too, and he must find solutions of operational problems within the legal framework that has been provided in his State. His main concern is to make it work as best he can.

In these circumstances both the lawyer and the educator are dealing with a set of laws in which there is a minimum of internal conflicts. The laws are intended to be harmonious and mutually complementary.

In the case of school laws the legislatures have devised a large formula for accomplishing their objective of establishing and maintaining an effective school system. They have provided an organization, a distribution of powers and duties, and a set of interrelationships within the educational structure. It is expected that all necessary school activities be conducted in accordance with this formula. If authority is sometimes not clearly expressed, it is frequently possible to imply it through a combination of provisions in the formula showing the general pattern of activities and responsibilities intended.

When changes are made in such a system of school laws, there are two objectives. One is to introduce a new idea, which should present no difficulty. The other is to maintain, without unnecessary disturbance, the general patterns established in the formula. This is sometimes rather difficult.

For this reason legislators, lawyers, and educators are alerted to the danger of attempting a hasty importation of some legislation provision from a sister State. Such a provision is an integral part of the general formula in the sister State. The reason it is effective there is that it is harmonious with other provisions relating to organization, distribution of power, and interrelationships peculiar to that State.

For instance, the useful provision in California authorizing school districts to contract with their county superintendent, for the supply of audio-visual equipment, could not be hastily incorporated into the school laws of a State having a county-unit system. It might not even be entirely appropriate in other States having an intermediate level but operating with much less authority than that in California.

The same difficulty might be raised in connection with other laws useful in their own setting, such as those relating to film depositories in Oklahoma, county audio-visual materials centers in New Jersey, boards of cooperative educational services in New York, and a number of other constructive provisions in other States. They work well within their own context, but might not be equally effective in others.

The central idea in such legislation is important, because frequently it shows a new approach to a problem and can be modified to fit into a different formula. But the full significance of the idea cannot be determined without examining it in the context from which it draws part of its operational strength.

The lawyer and the educator seeking new ideas in foreign jurisdictions often feel frustrated in their search. They may find a new idea expressed partly but not fully in one statutory section, and may be led on from one supplemental statute to another in search of the final answer. But still it may seem fragmentary, inconclusive, or inappropriate for their own purposes.

They find it impossible to compare legislation in two or more States, statute by statute, with respect to new ideas, organization, distribution of powers, interrelationships, or authority for particular activities. There are some direct parallels, but they are few, and oftentimes they are more apparent than real. Numerous parallels cannot be found because the general formulas, the patterns and the details differ from State to State.

There is no way therefore, in such a general approach, to make complete comparisons of school legislation among the States on the basis of subject matter. The alternative seems only to use the specific approach for each jurisdiction in order to include all of the details which are relevant.

This is the area, however, in which the work done in the present undertaking can provide useful suggestions for lawyers and educators alike in the comparison of school laws in different States. In this work both the specific approach and the general approach have been combined effectively.

The points of orientation used have not been subject matter, but functions around which differing details on subject matter can be assembled. The functions are common to all States- things which have to be done to accomplish a purpose - and therefore serve as units of comparison among the States. They also serve as the focus for all information on organization, distribution of power, inter-relationships, and authority for particular activities which each State has provided for that function. In other words, they can bring together all elements in the formula for solving that particular problem.

Material can be assembled for each State with particular reference to each of these elements, in the specific approach, but it can be coordinated with the different functions in the general approach for comparing State with State.

Such a procedure permits analysis in depth and discloses the full significance of new ideas and relationships in their unique setting. It might be objected that this procedure requires additional work and a broader field of inquiry. But no easy substitute has been found, and no other way permits a comprehensive comparison of different legal systems.

A study of the machinery through which education may be imparted in an effective manner is no less important than the general process of education itself. And the same principles might be applied to it as are advocated for education in general.

In The Aims of Education, Alfred North Whitehead stated:

> You may not divide the seamless coat of learning. What education has to impart is an intimate sense for the power of ideas, for the beauty of ideas, and for the structure of ideas, together with a particular body of knowledge which has peculiar reference to the life of the being possessing it. (The Aims of Education, New York: The New American Library, 10th printing, 1961)

In a special introduction to this edition, Justice Felix Frankfurter wrote in appreciation of this great educator and stated:

> The need for breaking down sterilizing departmentalization has been widely felt. Unfortunately, however, a too frequent way of doing it has been, wittily but not too unfairly, described as the cross-sterilization of the social sciences. That is a tendency by which a difficult problem, say of the law, is solved by relying on the formulation of a dubious truth in some other field.
>
> Professor Whitehead's insistence on understanding through realization of the interdependence of thought and ideas and institutions was quite otherwise. (emphasis supplied; op. cit. Introduction, n. p.)

These principles can be used in a broader comparative study of school laws in the different States. They can serve to coordinate different aspects of these laws and then to facilitate the integration, into one legal system, of new ideas imported from another.

The present study on various types of audio-visual media, and the functional coordination of legislation on the subject - new ideas, has been made in this spirit. And this Report of the study is intended as a step toward a more significant understanding of the school legislation in all fifty States.

Signed
John W. Connolly, Jr.

APPENDIX C

AUDIOVISUAL RESEARCH DATA

1. Audio-Visual Staff and Organizations in State Departments of Education. Reprint of 1960 Study of Research Division of the NEA.

2. Comparison of USOE 1957 Questionnaire With 1962 States Audio-Visual Education Study Questionnaire.

3. 1957 USOE Questionnaire with Summary Data

APPENDIX C

1. AUDIO-VISUAL STAFF AND ORGANIZATIONS IN STATE DEPARTMENTS OF EDUCATION

Reprint of 1948 Study of Research Division of the NEA

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 Sixteenth Street, Northwest, Washington 6, D.C.

Research Division February 1948

AUDIO-VISUAL STAFF AND ORGANIZATION IN STATE DEPARTMENTS OF EDUCATION

In the late fall of 1947 thirty-five states and six outlying areas of the United States reported the status of audio-visual staff and organization within the state or area department of education. Two (West Virginia and Guam) reported that no work is done in the central office. Twenty-three states and four outlying areas assign audio-visual work as part of the task of an individual or unit within the department. One of this group, the Canal Zone, has a separate budget for the audio-visual program, mostly for the purchase of equipment and materials.

Eleven states and one outlying area (marked with asterisk in the table) have a special unit for audio-visual work. The work of these twelve only is summarized herein. Mississippi did not indicate what workers were assigned to the unit nor whether they worked full time or part time but the report has been included in the summary. New Mexico reported a budget intended both for textbooks and the audio-visual program (most of the money at present goes for textbooks) but, in view of the assignment of three full time workers to the unit, it also has been included in the summary.

Nine states and Hawaii reported having a budget allotment entirely for the audio-visual program, and one reported that the unit was so new that its budget was still indefinite. The largest amount appropriated to the central office was $120,000 in Ohio. However, in California, where the program is decentralized, over $800,000 of state funds is allocated to the counties for audio-visual work in addition to the amounts appropriated for the central office.

The staffs of most of the state department units range from two to eight full time workers, but Virginia has fourteen full time employees, and Ohio, thirty-two. The largest number of professional employees is four; the others are clerical, stenographic or other classifications.

Nine states and Hawaii distribute audio-visual materials to local school systems.

Eleven states and Hawaii attempt to promote interest in audio-visual instruction among educators of the area.

Ten states and Hawaii advise individual teachers on the use of audio-visual aids. California qualifies this somewhat by pointing out that because of the size of the state, most efforts to reach the teachers must be indirect, thru workshops or conferences intended primarily for administrators or publications.

Seven states and Hawaii report that they review motion pictures and list those suitable for use by schools.

Four states and Hawaii inspect audio-visual equipment and list the items suitable for purchase by school systems.

Two states prepare and broadcast radio programs to the schools.

Among the other functions mentioned in the reports on the status of audio-visual education were the following:

Development of teacher-training programs (3)
Teacher education in service (2)
Development of balanced audio-visual programs in local districts (4)
Coordination of statewide programs (3)
Advice to school officers on efficient administrative procedures (1)
Assistance in planning school building facilities and in selecting equipment (1)
Distributing information on the state of Ohio (1). In this case, provided schools do not need the materials available for loan, other responsible organizations in the state may borrow them.)
Selection, purchase, and care of audio-visual materials. (1)
Development of local schools of the air (1)
Research (1)
Publishing pamphlet materials on audio-visual education. (1)

Several reports mention plans for the future, including the following:

Expansion of state library of audio-visual aids
Development of regional or local libraries of audio-visual aids
Increased funds to allow for matching local funds with state monies
Preparation and broadcasting of radio programs
Reviewing of motion picture films
Increased funds to permit development and expansion of existing services
Addition of new staff members.

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STATUS OF AUDIO-VISUAL STAFF AND ORGANIZATION IN STATE D

State	Name of Bureau or agency and the director	Functions							Total budget
		Distribute audio-visual materials	Promote interest in audio-visual instruction	Advise individual teachers	Review motion pictures	Inspect audio-visual equipment	Prepare and broadcast radio programs	Others	
1	2	3	4	5	6	7	8	9	10
Alabama	Audio-visual work handled by Division of Instruction, W. Morrison McCall, Director								
Arizona	No reply								
*Arkansas	Audio-Visual Instruction, Garland Bassett Supervisor	x	x	x	x	x	..	Help develop teacher-training programs. Help develop balanced audio-visual programs in local districts.	$ 48,000
*California	Bureau of Audio-Visual Education, Francis W. Noel, Chief.	..	x	x✓	..	..	..	Provide statewide leadership and direction in the development of audio-visual education. Publish pamphlet materials on many aspects of audio-visual education. Assist in providing decentralized services for adult study	33,120 (Over $800,00 funds in all the counties expenditures visual educat

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L STAFF AND ORGANIZATION IN STATE DEPARTMENTS OF EDUCATION

Others	Total budget	Total Staff				Future plans
		Professional	Clerical and other	Full time	Part time	
9	10	11	12	13	14	15
orrison McCall, Director						
develop teacher- ining programs. develop balanced io-visual programs local districts.	$ 48,000	2	6	8	..	Expansion of state library of audio-visual aids, sent postpaid and sent free to public schools in Arkansas. To request state funds for matching local funds for local libraries and equipment.
vide statewide dership and direc- in the develop- of audio-visual ection. lish pamphlet mate- on many aspects audio-visual edu- ion. st in providing ecialized services hich state	33,220 (Over $800,000 in state funds is allocated to the counties for their expenditures for audio-visual education.)	3	5	8	..	Preparing and broadcasting radio programs to the schools of the state. Expect to publish catalog of suitable programs within the year.

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STATUS OF AUDIO-VISUAL STAFF AND ORGANIZATION IN STATE DE

1	2	3	4	5	6	7	8	9
California (Cont.)								monies are allocated to the counties Teacher education. Research
Colorado	Audio-visual work handled by Supervisor of Elementary Education, Mary L. Evere							
Connecticut	No reply.							
Delaware	Audio-visual work handled by Assistant Superintendent in charge of Secondary Sc							
District of Columbia	No reply.							
Florida	Audio-visual work handled by Division of Instruction and State Textbook and Lib Library Services.							
*Georgia	Audio-Visual Education Service, Garland C. Bosley, Supervisor	x	x	x	x	..	..	...
Idaho	No reply							
Illinois	No reply							
Indiana	Audio-visual work handled by Division of Special Services, Paul Seehausen, Dire							
Iowa	Audio-visual work handled by Department of Public Instruction, Paul B. Tervis,							
Kansas	Audio-visual work handled by Public Relations, George J. Frey, Informational Co							
Kentucky	Audio-visual work handled by Free Textbook Division, Ishmael Triplett, Director							
Louisiana	Audio-visual work handled by Division of Materials Instruction, J.M. Bryant, Sup Elementary and Secondary Education.							
Maine	Audio-visual work handled by Division of Curriculum and Instruction (Deputy Com							
Maryland	No reply.							

STAFF AND ORGANIZATION IN STATE DEPARTMENTS OF EDUCATION (CONT.)

8	9	10	11	12	13	14	15
	monies are allocated to the counties Teacher education. Research						
lementary Education, Mary L. Everett, and Supervisor of Secondary Education, Marguerite R. Juchem.							
rintendent in charge of Secondary Schools, John Shilling.							
truction and State Textbook and Library Services, T. George Walker, Manager, State Textbook and							
..	...	$ 30,000	1	4	3	..	Hope to get appropriations of $100,000 yearly.
cial Services, Paul Seehausen, Director							
ublic Instruction, Paul B. Norris, Director of Transportation.							
s, George J. Frey, Informational Counsel.							
ivision, Ishmael Triplett, Director							
erials Instruction, J.H. Boyet, Supervisor, assisted by Supervisor of School Libraries, Division of							
riculum and Instruction (Deputy Commissioner's position vacant)							

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STATUS OF AUDIO-VISUAL STAFF AND ORGANIZATION IN STATE

1	2	3	4	5	6	7	8	9
Massachusetts	Audio-visual work handled by Division of University Extension, E. Everett Cl							
Michigan	No reply							
Minnesota	Audio-visual work handled by Director of Graded Elementary and High Schools,							
Mississippi	Audio-Visual Education, W.D.R. Stovall, Supervisor	x	x	x	x	x	..	Promote audio-visual education in teacher-training institutions. Coordinate statewide audio-visual program.
Missouri	Audio-visual work handled by Section of Health and Physical Education, Carl							
Montana	No reply							
Nebraska	Audio-visual work handled by Supervisor of Secondary Education, LeRoy Ortgie							
Nevada	Audio-visual work handled by Department of Education.							
New Hampshire	Audio-visual work handled by Audio-visual Center, University of New Hampshir							
New Jersey	Audio-visual work handled by Division of State Museum, Mrs. Kathryn Greywacz,							
New Mexico	Audio-Visual Aids, Paul W. Masters, Director of Textbooks and Audio-Visual Aids.	x	x	..	..	x	..	...
New York	Bureau of Radio and Visual Aids, Ward C. Bowen, Director of Visual Education.	..	x	x	x	..	..	Advise school officials on efficient administrative procedures. Assist in planning school building facilities and in selecting equipment.

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TAFF AND ORGANIZATION IN STATE DEPARTMENTS OF EDUCATION (CONT.)

8	9	10	11	12	13	14	15
ersity Extension, E. Everett Clark, Director							
nd Elementary and High Schools, Walter A. Andrews.							
..	Promote audio-visual education in teacher-training institutions. Coordinate statewide audio-visual program.	$ 4,200 (Salaries only)	..	..	..	..	Plan to establish five regional libraries, enlarge staff of state unit of audio-visual education.
n and Physical Education, Carl Fox, Supervisor							
ondary Education, LeRoy Ortgiesen.							
ucation.							
ter, University of New Hampshire, Durham, New Hampshire, Austin Olney, Director							
e Museum, Mrs. Kathryn Greywacz, Curator.							
	...	$350,000 plus administration. (Most of this now spent on textbooks, not visual aids, etc.)	1	2	3	..	Will review motion picture films so as to list those suitable for use by schools.
	Advise school officials on efficient administrative procedures. Assist in planning school building facilities and in selecting equipment.	$29,973 (Office supplies printing, travel, etc. come from lump sums appropriated to Department of Education but not specifically allocated.)	3	4	7	..	

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STATUS OF AUDIO-VISUAL STAFF AND ORGANIZATION IN STATE DEPARTME

1	2	3	4	5	6	7	8	9	10
North Carolina	Audio-Visual work handled by Division of Instructional Service, J.E. Miller, Asso								
North Dakota	Audio-visual work handled by Division of Correspondence, under supervision of Div								
*Ohio	Ohio Slide and Film Exchange, B.A. Aughinbaugh, Director	x	x	x	x	..	..	Develop city and county exchange	$15
*Oklahoma	Division of Audio-Visual Education, Earl Cross, Coordinator	x	x	x	..	..	..	...	$ 3 ($113,00
*Pennsylvania	Audio-Visual Education G.F. Goodall, Chief	x	x	x	..	..	x	Develop local schools of the air	Just Indu
Rhode Island	No reply.								
South Carolina	Audio-visual work handled by Supervisor of Elementary Education, W.J. Castine, an								
South Dakota	No Reply								
Tennessee	No Reply								
*Texas	Radio and Visual Education Division, Marie Finney, Director	x	x	x	x	..	x	...	$36, a y purc stri for to libr
Utah	No reply								
Vermont	Audio-Visual work handled by Division of Secondary Education, Max W. Barrows, Dir								

AND ORGANIZATION IN STATE DEPARTMENTS OF ORGANIZATION (CONT.)

9	10	11	12	13	14	15
tional Service, J.E. Miller, Associate Director						
pondence, under supervision of Richard E. Klein, Director of Secondary Education						
Develop city and county exchange	$120,000	1	31	3?	..	Village and county exchanges are now being and will be developed
...	$ 50,000 ($125,000 for 2-1/2 years)	1	2	2	1	Hope for larger appropriation to enable to purchase film strips and equipment as well as films
Develop local schools of the air	Just established, funds indefinite	1	1	2	..	Plan to establish statewide noncommercial, F.M. radio network on five levels of education; namely elementary, secondary, college and university, teachers in training, adult
ntary Education, W.J. Caston, and Supervisor of High School Education, D. Leon Mc Cormac.						
...	$34,306, plus $125,000 a year for two years to purchase films, film strips, slides, etc., for free distribution to schools from state library	2	6	8	..	Large expansion of State Film Library service in next two years, but adequate personnel not yet provided for
ry Education, Max W. Barrows, Director						

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STATUS OF AUDIO-VISUAL STAFF AND ORGANIZATION IN STATE DEPARTMENTS

1	2	3	4	5	6	7	8	9
Virginia	Bureau of Teaching Materials, W.H. Durr, Supervisor	*	*	*	*	*	..	Provide assistance to loc school divisions in settin up and administering an au visual program. Provide conferences, workshops, etc instruction to teachers in proper use of audio-visual materials.
Washington	Audio-visual work handled by Division of School and Community Relations, Educa							
West Virginia	None at present. Inquiries handled by John E. Marshall, Director of Research							
Wisconsin	No reply							
Wyoming	No reply							
Outlying possessions								
Alaska	Audio-visual work handled by Education Supervisor, Dorothy Novatny							
American Samoa	Audio-visual work handled by Department of Education, Arnold A. Levine, Assista							
Canal Zone	Audio-visual work handled by the Curriculum Laboratory, Research Section, E.I.							
Guam	None at present. Inquiries handled by George V. Hall, Director of Education,							
Hawaii (Oahu)	Audio-visual Center, Oahu Schools, Mrs. Helen C. Griggs, Field Assistant of Audio-visual Education	*	*	*	*	*	..	Select and purchase audio-visual materials. Conduct teacher workshops.
Puerto Rico	No reply.							
Virgin Islands St. Thomas only	Audio-visual work handled by supervisors and principals. Inquiries handled by							

λ California does not attempt to reach many teachers directly but rather indirectly thru works thru publications.

* These states and Hawaii have a special unit for audio-visual work.

ANIZATION IN STATE DEPARTMENTS OF EDUCATION (CONT.)

8	9	10	11	12	13	14	15
.	Provide assistance to local school divisions in setting up and administering an audio-visual program. Provide conferences, workshops, etc., instruction to teachers in proper use of audio-visual materials.	$36,783	6	10	16	..	To develop and expand existing functions. To match local funds with state monies to further develop programs on local level

and Community Relations, Edward C. Olson, Director

rshall, Director of Research and School-house Planning

r, Dorothy Beverly

tion, Arnold A. Lawton, Assistant Director

ratory, Research Section, S.E. Brown, Director of Research

Hall, Director of Education, Naval Government of Guam.

8	9	10	11	12	13	14	15
.	Select and purchase audio-visual materials. Conduct teacher workshops.	$ 13,361	1	4	2	3	Will try to secure additional staff, maintenance man.

ncipals. Inquiries handled by Jose Taitt, Assistant Superintendent of Education.

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but rather indirectly thru workshops and conferences held chiefly for administrators and

work.

APPENDIX C

I. COMPARISON OF [illegible] 1957 QUESTIONNAIRE WITH 1962 STATUS AUDIO-VISUAL EDUCATION [illegible] QUESTIONNAIRE

[illegible]

[illegible]

1. [illegible]

2. [illegible]

3. [illegible]

e-g

MEMORANDUM

TO: Dr. Seerley Reid

FROM: Dr. Francis W. Noel

DATE: August 13, 1964

The States Audio-Visual Education Study Staff investigated the possibility of comparing the 1957 and the 1962 Questionnaires. To do this three staff members made: (1) a question-by-question analysis of the 1957 and 1962 questionnaires for comparability and (2) an analysis of the 12 categories in the 1957 National Summary and the 1962 SAVES questionnaire for possible comparison of summary tables. Following this the decision was made to make no comparisons between the two questionnaires above.

Grounds for this decision are summarized below. Supporting data resulting from the analysis of the two questionnaires appear on the following pages.

1. Coverage of the Subjects Being Investigated: The 1957 questionnaire investigated audio-visual instructional materials which included in addition to traditionally accepted items, radio, tape recordings, and television programs. The 1962 State Audio-Visual Education Study questionnaire investigated New Educational Media which, in addition to the above, comprises programmed materials with or without teaching machines, language laboratories, transparencies, 8mm sound films and other media which have recently come into use or may come into being for such use in the future.

2. Comparability of 1957 and 1962 SAVES Questionnaire: Twelve of the 23 questions in the 1957 questionnaire are considered comparable with eight of the 18 questions in the 1962 questionnaire. Two questions in each questionnaire have additional sub-items which do not affect the comparability of the main questions. Two questions in each questionnaire have no counterparts in the other questionnaire. The remainder or 11 of the questions in the 1957 questionnaire are considered not comparable with the remaining eight of the 1962 document.

3. Comparability of the 1957 National Summary Categories and the 1962 Questionnaire: Comparison of the National Summary Categories for the 1957 questionnaire with the 1962 SAVES questionnaire items for which summary tables are available would be comparable for only four of the 12 categories.

COMPARISON OF DAVI 1957 QUESTIONNAIRE WITH 1962 STATE AUDIO-VISUAL EDUCATION STUDY QUESTIONNAIRE

The 1957 DAVI questionnaire contains 25 questions and the 1962 State Audio-Visual Education Study contains 18 questions. Each question of the 1957 questionnaire was compared with matching or similar ones in the 1962 document. The comparison of the 1957 questionnaire with 1962 SAVES questionnaire reveals the following similarities and differences.

Comparable Questions

1957 Questions		1962 Questions
1	←——→	1
6	←——→	3
7, 8, 9, 10	←——→	6
11	←——→	7
12	←——→	8
22	←——→	16
23, 24	←——→	17
25	←——→	18

A. Although the numbering of these differs, questions 1, 6, 7, 8, 9, 10, 11, 12, 22, 23, 24, 25, of 1957 cover essentially the same content as questions 1, 3, 6, 7, 8, 16, 17 and 18 of the 1962 SAVES questionnaire.

Question 22 (1957) is similar in content to question 16 (1962) but it includes two sub-questions not included in the 1962 form.

Question 25 (1957) calls for the same budget information as item 18 (1962). Additionally, the latter asks for a breakdown of the budgetary allotment for the fiscal year.

Non-Comparable Questions

1957 Questions	1962 Questions
2	2
5,6	3
3	4
13,14	9
15,16	10
17	11
18	12
19	13
--	14
--	15
20	--
21	--

B. Five questions, 5, 6, 15, 16 and 17 (1957) call for responses based on a two-year period, while questions 3, 10 and 11 (1962) covering the same topics make reference to a single calendar year, 1961.

C. Question 2 (1957) asks if department personnel "make deliberate references to the classroom uses of audio-visual instructional materials" and Question 2 (1962) in the same general context uses the phrase "normally refer to.........."

D. Question 3 (1957) uses a 3-point rating scale for responses while the comparable questions 4 (1962) asks for "yes" or "no" reply.

E. Questions 13 and 14 (1957) and 9 (1962) refer to fiscal appropriations. The first questionnaire calls for a comparison of State aid funds from one year to another, and conditions regulating use. The 1962 questionnaire seeks to identify earmarked funds and general purpose funds used for NDEA/AV purchases.

F. Questions 18 and 19 (1957) and questions 12 and 13 (1962) cover like topics but wording of the 1957 items are without a time reference while 1962 items refer specifically to the calendar year 1961. Although the intent of the questions may have been the same in the first instance, department policy might be implied in one, and not in the other.

8. Questions 10 and 11 (1957) have no counterparts in the 1962 mail questionnaire.

9. No questions in the 1957 document refer to educational television and programmed learning. Questions 16 and 17 (1962) cover these media.

Twelve of the 23 questions in the 1957 questionnaire are considered comparable with eight of the 18 questions in the 1962 questionnaire. Two questions in each questionnaire have additional sub-items which do not affect the comparability of the main questions. Two questions in each questionnaire have no counterparts in the other questionnaire. The remainder or 11 of the questions in the 1957 questionnaire are considered not comparable with the remaining eight of the 1962 document.

COMPARISON OF NATIONAL SUMMARY OF 1957 QUESTIONNAIRE WITH SIMILAR ITEMS IN 1962 STATES AUDIO-VISUAL EDUCATION STUDY QUESTIONNAIRE

Summary statements, reported as categories a to l, on page one of the National Summary refer to the questions in Part I, Audio-Visual Services in Schools of the 1957 study. No summary for Part II has been received by the SAVES staff. (It is not known whether one is available.) In a desire to make a comparison of the two studies, categories a to l based on questions 1 to 19 of 1957 study were compared with questions 1 to 13 in the 1962 questionnaire. The chart below shows how the comparison was made and the explanation which follows the chart gives the basis for establishing comparability.

1957 National Summary Category	1957 Question	1962 Questionnaire Equivalent Question Number	Comparable Yes	 No
a	1	1	✓	
b	2	2		✓
c	3,4	3		✓
d	5	4		✓
e	6	5	✓	
f	7,8,9,10	6	✓	
g	11,12	7,8	✓	
h	13	9		✓
i	15,16	10		✓
j	17	11		✓
k	18	12		✓
l	19	13		✓

Category a and question 1 (1962) appear to be comparable. (See section A on page

Category b and question 2 (1962) are considered not comparable because of the difference in meaning of the questions. (See section C on page C-13)

Category c and question 3 (1962) are considered not comparable because of the difference in the period of time covered by the questions. (See section B on page C-13)

Category d and question 4, (1962) cover the same content but are considered not comparable because of the difference in kind of response required. (See section D on page C-13)

Categories e, f, and g appear to be comparable with questions 5,6,7, and 8 (1962). (See section A on page C-12)

Categories i and j and questions 10 and 11 (1962) are considered not comparable because of the difference in the period of time covered by the questions. (See section B on page C-13)

Categories k and l and questions 12 and 13 (1962) are considered not comparable because of a specific time reference in one and no such reference in the earlier counterpart, and a difference in the implied meaning of the questions (See section F on page C-13)

The comparison of the National Summary, categories a to l with similar items in the 1962 questionnaire is valid for four of the 12 categories. Comparable data for these four categories are presented here.

1957 NATIONAL SUMMARY

Category	Service		No. States replying		"Yes" percentage of
			Yes	No	Respondents
a.	Advice to local school personnel, by department visitors or supervisors, on the uses of audio-visual materials.................	1957 1962	45 49	2 1	96% 98%
e.	Consideration of audio-visual instructional equipment and materials as a factor in the accreditation of schools.........	1957 1962	38 33	10 17	79% 67%
f.	Consideration of competency in the use of audiovisual materials as a factor in the certification of school personnel..............	1957 1962	12 10	36 40	25% 20%
g.	Provision for the use of audio-visual instructional materials in school building and equipment standards.......................	1957 1962	13 38	35 12	27% 26%

APPENDIX C

3. U.S.O.E. 1957 QUESTIONNAIRE

Not for public release

U.S. DEPT. OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Visual Education Service

AUDIOVISUAL EDUCATION IN STATE DEPARTMENTS OF EDUCATION

This preliminary report of State responses to a questionnaire study conducted during March-June, 1957 has been prepared for use at a conference with representatives of State departments of education in Chicago on July 20, 1957.

In order that the report may be of most value to conferees, summaries of responses are related directly to the individual questions asked in the questionnaire. Forty-six States, Alaska, and Hawaii returned questionnaires; Colorado, New Jersey, and Puerto Rico did not.

Two summary tables are included in the report in order to (1) provide a national overview of the various ways in which State departments of education influence the classroom uses of audiovisual instructional materials and (2) present a State-by-State comparison of the performance of such functions and services.

July 12, 1957 Seerley Reid

1. STATE DEPARTMENT OF EDUCATION SERVICES PERTAINING TO THE CLASSROOM USE OF AUDIOVISUAL INSTRUCTIONAL MATERIALS

A NATIONAL SUMMARY

Service	No. States replying Yes	No. States replying No	"Yes" percentage of respondents	See also pages
a. Advice to local school personnel, by Department visitors or supervisors, on the uses of audiovisual materials.........	45	2	96%	4
b. Consideration of audiovisual materials in curriculum planning and the preparation of courses in study.............	48	0	100%	4
c. Sponsorship of or participation in conferences and workshops (during past two years) on the classroom uses of audiovisual materials.........	40	8	83%	5
d. Uses of audiovisual materials in other conferences and workshops of the Department.......	44	3	94%	5
e. Consideration of audiovisual instructional equipment and materials as a factor in the accreditation of schools......	38	10	79%	6
f. Consideration of competency in the use of audiovisual materials as a factor in the certification of school personnel...........	12	36	25%	6
g. Provision for the use of audiovisual instructional materials in school building and equipment standards...............	13	35	27%	7
h. Fiscal grants to local school districts which may be used for the purchase of audiovisual equipment or materials	45	2	96%	7
i. Issuance of publications (during past two years) on audiovisual educational materials, personnel, uses, etc.........................	34	14	71%	8

1. STATE DEPARTMENT OF EDUCATION SERVICES PERTAINING TO THE CLASSROOM USE OF AUDIOVISUAL INSTRUCTIONAL MATERIALS

A NATIONAL SUMMARY

Service	No. States replying Yes	No. States replying No	"Yes" percentage of respondents	See also pages
j. Collection of statistics on audiovisual education in local school systems........	17	29	37%	8
k. Production of audiovisual instructional materials for classroom use...............	17	30	36%	8
l. Distribution of audiovisual instructional materials to local schools...............	27	20	57%	9

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2. STATE DEPARTMENT OF EDUCATION SERVICES PERTAINING TO THE CLASSROOM USE OF AUDIOVISUAL INSTRUCTIONAL MATERIALS

STATE PROFILES

(For an explanation of categories, see preceding page.)

State	a. Supervision	b Curriculum	c AV conferences	d Conferences	e Accreditation	f Certification	g Bldgs & equipment	h Fiscal grants	i Publications	j Statistics	k Production	l Distribution
Alabama	x	x	x	x	x		x	x		x		x
Alaska	x	x		x	x			x				x
Arizona		x						x				
Arkansas	x	x	x	x	x			x	x	x		x
California	x	x	x	x	x	x		x	x	x		
Connecticut	x	x	x	x		x	x	x	x	x	x	x
Delaware	x	x		x	x			x				x
Florida	x	x	x	x	x	x	x	x	x			
Georgia	x	x	x	x			x	x	x	x	x	x
Hawaii		x	x									x
Idaho	x	x		x	x		x	x				
Illinois	x	x	x	x	x			x	x	x		
Indiana	x	x	x	x	x	x	x	x	x	x		
Iowa	x	x	x	x				x	x	x		
Kansas	x	x	x	x	x			x	x			
Kentucky	x	x	x	x	x			x	x			
Louisiana	x	x	x	x	x		x	x	x	x	x	x
Maine	x	x	x	x	x			x	x		x	
Maryland	x	x	x	x	x	x		x	x		x	x
Massachusetts	x	x	x	x	x		x	x	x		x	x
Michigan	x	x	x	x	x			x	x	x	x	x
Minnesota	x	x	x	x	x	x	x	x	x		x	x
Mississippi	x	x	x	x	x			x	x		x	x
Missouri	x	x	x	x	x			x				
Montana	x	x	x	x	x			x	x		x	x
Nebraska	x	x	x	x	x			x	x			x
Nevada	x	x		x				x	x		x	x
New Hampshire	x	x	x	x	x			x	x			
New Mexico		x	x	x	x	x		x	x			x
New York	x	x	x	x			x	x	x	x		

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2. STATE DEPARTMENT OF EDUCATION SERVICES PERTAINING TO THE CLASSROOM USE OF AUDIOVISUAL INSTRUCTIONAL MATERIALS

STATE PROFILES

(Continued)

(For an explanation of categories, see preceding page)

	a.	b	c	d	e	f	g	h	i	j	k	l
States	Super-vision	Curri-culum	AV Con-ferences	Confer-ences	Accred-itation	Certifi-cation	Bldgs & Equipment	Fiscal grant	Publi-cations	Statis-tics	Produc-tion	Distri-bution
North Carolina	x	x	x	x	x				x	x		
North Dakota	x	x	x	x	x		x	x	x			
Ohio	x	x	x	x	x	x		x	x			x
Oklahoma	x	x	x	x	x			x		x		x
Oregon	x	x	x	x	x			x	x			
Pennsylvania	x	x	x	x	x	x		x		x		x
Rhode Island	x	x	x	x				x	x		x	x
South Carolina	x	x			x							
South Dakota	x	x	x	x	x			x	x		x	
Tennessee	x	x	x	x	x	x		x		x		x
Texas	x	x	x	x	x			x	x		x	x
Utah	x	x	x	x		x		x			x	x
Vermont	x	x	x	x				x				x
Virginia	x	x	x	x	x		x	x	x	x	x	x
Washington	x	x	x		x			x	x			
West Virginia	x	x		x	x		x	x		x		x
Wisconsin	x	x	x	x	x	x		x	x		x	
Wyoming	x	x		x	x			x	x			x

AUDIOVISUAL EDUCATION IN STATE DEPARTMENTS OF EDUCATION

PART I. SERVICES TO SCHOOLS

Supervision and visitation of schools

1. Do State Department of Education personnel, in providing consultative or supervisory services to schools, advise teachers and/or administrators on the classroom uses of audiovisual instructional materials?

YES...45
NO.... 2
NR.... 1

If "yes": CHECK the phrase which most nearly describes how the Department provides such service.

By the supervisory staff generally..........29
By the audiovisual staff primarily, others occasionally.................................16
By the audiovisual staff only.............. 0

Curriculum development

2. Do State Department of Education personnel, in providing services in the area of curriculum development, make deliberate reference to the classroom uses of audiovisual instructional materials?

YES...48
NO.... 0

If "yes": CHECK the phrase which most nearly describes who provides such service.

Department staff generally.................35
Audiovisual staff primarily, others occasionally..............................13
Audiovisual staff only..................... 0

In which of the following activities related to curriculum development do Department personnel make deliberate reference to the classroom use of audiovisual materials? CHECK.

Assistance to school systems in programs of curriculum revision......................................36
Preparation of curriculum guides, courses of study, resource units, etc.................40
Preparation of bibliographies of recommended instructional materials on various subjects.37
Sponsorship of or participation in workshops or conferences on curriculum development....40

Conferences and workshops

3. Has the State Department of Education conducted during the past two years any conferences or workshops on audiovisual instructional materials? YES...24 NO....24

If "yes": How many such conferences or workshops? RANGE 2-49 AVERAGE 6

Describe briefly the purposes, participants, agenda, and results of such meetings. Enclose, if available, copies of programs and other materials.

4. Have Department personnel participated during the past 2 years in audiovisual workshops or conferences sponsored by other institutions, e.g., State university, teachers colleges, local school systems, professional organizations? YES...39 NO.... 9

If "yes": How many such workshops or conferences? RANGE 1-40 AVERAGE 6

Give, for illustrative purposes, the name of sponsors of representative workshops or conferences, the types of participants, and the nature of Department cooperation.

5. Are audiovisual materials used in other conferences and workshops sponsored by the Department?
USUALLY..21
SOMETIMES..23
SELDOM.. 3
NR.. 1

Describe briefly how such materials are used in these conferences or workshops.

Accreditation of schools and colleges

6. Does the State Department of Education have any published standards or guides pertaining to the accreditation of schools? YES...43 NO.... 5

If "Yes": Do these standards contain any items directly or indirectly concerned with school ownership and/or use of audio-visual equipment and/or materials? YES...38 NO.... 5

Public elementary schools...17
Public secondary schools....38
Private and parochial schools....13
Teachers colleges............. 5

Certification of school personnel

7. Does the State Department of Education, in its certification of elementary and secondary school teachers, consider competency in the use of audiovisual instructional materials as a factor in such certification? YES... 5 NO....43

If "yes": How is such competency determined?

8. Does the Department require audiovisual education courses for the certification of any types of school administrators or supervisors? YES... 8 NO....39 NR.... 1

If "yes": Explain the audiovisual requirements for such certificates.

9. Are courses in audiovisual instructional materials require for a school librarian's certificate? YES... 4 NO....41 NR.... 3

If "yes": Explain these course requirements.

10. Are courses in library science required for certification of instructional materials or audiovisual supervisors? YES... 1 NO....43 NR.... 4

If "yes": Explain these course requirements.

School plant standards

11. Does the State Department of Education have published standards or recommendations concerning school buildings and/or facilities which pertain to the classroom use of audiovisual instructional materials?

YES...12
NO....34
NR.... 2

If "yes": Please quote and give the citation of such standards or recommendations.

Audiovisual equipment standards

12. Does the State Department of Education have any published standards or recommendations concerning specifications for audiovisual equipment such as projectors, projection screens, recorders, radio and television receivers, etc.?

YES... 1
NO....47

If "yes": Please quote and give the citation of such standards or recommendations.

Grants to local school districts

13. Attached is a marked copy of a reprint from the Office of Education Publication, "Public School Finance Programs of the United States," which details the various State aid funds granted in 1953-54 to local school districts in your State.

Can any of such funds be used by local school districts for the purchase and use of audiovisual instructional equipment and materials?

YES...45
NO.... 2
NR.... 1

If "yes": Are there any conditions or regulations of the State Department of Education, other than those explained in the attached reprint, which affect the use of State aid funds for audiovisual education by local school districts?

YES... 6
NO....38
NR.... 1

If "yes": Please quote or explain these conditions or regulations.

14. Did State aid funds which were used for audiovisual education in 1955-56 differ materially from those available in 1953-54?

YES... 5
NO....34
NR.... 9

If "yes": Please explain the changes.

Publications

15. Has the State Department of Education prepared during the past two years any publications--manuals, handbooks, catalogs, bibliographies, directories, etc. dealing with audio-visual instructional equipment, materials, personnel, etc.? YES...27 NO....21

If "yes": List below the titles of these publications. Enclose copies if available.

16. Has the Department issued any general publications during the past two years which contain a chapter or section on audiovisual materials? YES...19 NO....29

If "yes": List below the titles of such publications and of the chapters or sections dealing with audiovisual materials.

Audiovisual statistics

17. Has the State Department of Education, during the past two years, collected any statistics, through annual reports from school districts, general surveys, or special studies, relating in any way to the use of audiovisual instructional materials in local schools and school systems? YES...17 NO....29 NR.... 2

If "yes": Please explain briefly the nature of such statistical data. Enclose copies, if available, of any published or unpublished reports and of the questionnaires used.

Production of audiovisual materials

18. Does the State Department of Education produce audiovisual instructional materials for use in schools? YES...17 NO. ..30 NR.... 1

If "yes: Check the kinds of such materials produced during the past two years.

Charts	5	Radio programs	8
Exhibits	4	Recordings,disc or tape	3
Filmstrips	7	Slides	9
Maps	2	Television programs	9
Motion pictures	10		

Please give below or attach a list of the titles, with brief descriptions, of these materials produced during 1955 and 1956.

Distribution of audiovisual materials

19. Does the State Department of Education distribute, on a loan or rental basis, audiovisual instructional materials to schools?

YES...27
NO....20
NR.... 1

If "yes": Check the kinds of such materials being distributed.

Exhibits........ ...	4	Recordings (disc)...	11
Filmstrips........	18	Recordings (tape)...	13
Motion Pictures...	27	Slides.............	11

How are these materials distributed to schools?

Free loan (no cost)..	12	Service charge.....	6
Return transportation..............	17	Rental............	0
Transportation (both ways)........	5		

20. If the Department maintains a motion picture film library service for schools, please give the following data as of 1956. Figures may be approximate.

YES...22

Number of different subjects (titles in library).........	RANGE..	15-3,250
	AVERAGE	1,000
Number of prints (copies) in the library..............	RANGE	15-36,000
	AVERAGE	1,200
Number of showings during 1955-56 school year.........	RANGE	20-720,000
	AVERAGE	21,000
School audience during the 1955-56 school year.........	RANGE	400-108,000,000
	AVERAGE	2,600,000

Has the size of the library increased or decreased since 1953-54?

Increased...16 Decreased...0 Remained the same...5

Staff time

21. In terms of the activities and services mentioned in questions 1-20, how many staff members of the State Department of Education, whether located in an audiovisual unit, or not, spend part or full time on audiovisual education? FILL IN THE FOLLOWING TABLE.

	Professional		Technical		Clerical and other	
Number spending less than 1/2 time.......	RANGE	0-165	RANGE	0-4	RANGE	0-16
	AVERAGE	2	AVERAGE	0	AVERAGE	0
	TOTAL	363	TOTAL	7	TOTAL	44
Number spending more than 1/2 time but not full time...........	RANGE	0-1	RANGE	0-1	RANGE	0-6
	AVERAGE	0	AVERAGE	0	AVERAGE	0-6
	TOTAL	7	TOTAL	1	TOTAL	17
Number spending full time................	RANGE	0-8	RANGE	0-8	RANGE	0-32
	AVERAGE	0	AVERAGE	0	AVERAGE	0
	TOTAL	42	TOTAL	25	TOTAL	107

What is your estimate of the total time these various individuals spent on audiovisual education during 1956?.....	RANGE	0-468	man-months
	AVERAGE	16	" "
	TOTAL	2,419	" "

AUDIOVISUAL EDUCATION IN STATE DEPARTMENTS OF EDUCATION

PART II. ORGANIZATION, PERSONNE, FINANCE

Organization

22.	Does your State Department of Education have an organizational unit devoted to audiovisual education?................................	YES...21 NO....26 NR.... 1

If "yes": Give the exact title of this unit and describe its relationship through channels to the Chief State School Officer.

If "No": Does another unit or an individual handle the audiovisual education responsibilities?................................	YES...20 NO.... 4 NR.... 2

If "yes": Give the title of the unit(s) and/or the individual(s) that handle such responsibilities.

Personnel

23. Give below the titles (not names of incumbents) of all individuals in the audiovisual or other unit (See question 21) who spend 10% or more of their time on audiovisual education. Indicate whether the position is considered professional, technical, or clerical/stenographic. Estimate the percentage of time the person in the position spends on audiovisual education.

		Prof.	Tech.	Clerk-steno.	Total
Number of persons......	RANGE	0-8	0-6	0-27	1-37
	AVERAGE	1	0	1	5
	TOTAL	65	32	112	209
Manyears..............	RANGE	0-8	0-6	0-16	0.1-23
	AVERAGE	1	0	1	3
	TOTAL	47	28	89	164

24. Describe below the requirements (academic degrees, experience, etc.) for the professional positions identified above in question 23.

MASTER'S OR HIGHER DEGREE.......18

Budget

25. Is the audiovisual unit or function a separately identifiable part of the budget of the State Department of Education?........................

YES... 8
NO....38
NR.... 2

If "yes": What is the budgetary allotment or appropriation for the current school year?

RANGE	$9,800-$165,000
AVERAGE	$ 57,000
TOTAL	$515,000

If "no": Estimate the cost, in salaries and other expenses, of providing audiovisual services during the current fiscal year

RANGE	$200 - $300,000
AVERAGE	$ 13,000
TOTAL	$629,000

APPENDIX D

PROJECT WORKING PAPERS

1962 Questionnaire

Master Interview Schedule

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D.C.

1962 QUESTIONNAIRE

[illegible] 1962

TO CHIEF STATE SCHOOL OFFICERS:

This questionnaire is a sequel to a similar study made five years ago by the U. S. Office of Education of the functions and responsibilities of State departments of education in the specialized area of audio-visual education. We have chosen to use the term "new educational media" in the 1962 study in order to emphasize recent technological developments, such as [illegible], television and teaching machines, and possibly [illegible] school programs which may make [illegible] during the 1960's.

The 1962 study is being undertaken at the request of the Study Commission of the Council of Chief State School Officers and its findings will be used in the preparation of a policy statement, "Responsibilities of State Departments of Education for New Educational Media."

The study, which consists of a mail questionnaire survey and [illegible] visitations of individual State departments of education, is being conducted by the University of Southern California under a contract with the U. S. Office of Education. We are pleased with this cooperative undertaking and hope that the findings of the study will be useful to you and your staff.

Will you please forward this questionnaire to the appropriate member of your staff for review and response. Thank you for your help.

Sincerely yours,

[illegible], U. S. Commissioner of Education

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D. C.

January 1962

TO CHIEF STATE SCHOOL OFFICERS:

This questionnaire is a sequel to a similar study made five years ago by the U. S. Office of Education of the functions and responsibilities of State departments of education in the specialized area of audio-visual education. We have chosen to use the term "new educational media" in the 1962 study in order to emphasize recent communications developments, such as those in educational television and teaching machines, and possibly to envision further innovations affecting school programs which may come into being during the 1960's.

The 1962 study is being undertaken at the request of the Study Commission of the Council of Chief State School Officers and its findings will be used in the preparation of a policy statement, "Responsibilities of State Departments of Education for New Educational Media."

The study, which consists of a mail questionnaire survey and follow-up visitations of individual State departments of education, is being performed by the University of Southern California under a contract with the U. S. Office of Education. We are pleased with this cooperative undertaking and hope that the findings of the study will be useful to you and your staff.

Will you please forward the questionnaire to the appropriate members *of your staff for review and response.* Thank you for your help.

Sincerely yours,

Wayne O. Reed
Acting U. S. Commissioner of Education

D-2

UNIVERSITY OF SOUTHERN CALIFORNIA
UNIVERSITY PARK
LOS ANGELES 7, CALIFORNIA

SCHOOL OF EDUCATION

February 6, 1962

TO CHIEF STATE SCHOOL OFFICERS:

The attached questionnaire is a part of a nation-wide study of "Responsibilities of State Departments of Education for New Educational Media," which is being conducted by the University of Southern California under a contract with the United States Office of Education.

This study has been designed to follow the questionnaire with a visit and interview by a member of the University project staff. The purpose of the interview will be to supplement and extend the information which has been reported on the questionnaire. Normally this interview will be scheduled after receipt of the returned questionnaire. Interviews will need to be completed prior to May 15, 1962.

It is our hope you can complete the questionnaire and return the form within the indicated two weeks period.

The research plan also anticipates that a summary draft covering your state will be submitted to you for your review prior to completion of the final report.

The University of Southern California is most grateful for your cooperation and assistance in this work. We believe the final report will provide information of value for your decisions in the complex future of this field.

Sincerely yours,

Irving R. Melbo

Irving R. Melbo, Dean

D-3

U.S. DEPARTMENT OF HEALTH,
EDUCATION, AND WELFARE
Office of Education
Washington 25, D.C.

Form OE-DSR-371
Budget Bureau No. 51-R-381
Approval expires 10/30/62

NEW EDUCATIONAL MEDIA IN STATE DEPARTMENTS OF EDUCATION

TO QUESTIONNAIRE RESPONDENTS:

New educational media, inthis questionnaire, means television, radio, motion pictures, and related media which may be used for new and more effective communication of educational information and which have recently come into use in public elementary or secondary schools or which may come into being for such use in the future. The term, as used throughout the questionnaire, includes audio-visual instructional materials and equipment--charts, exhibits, filmstrips and slides, maps and globes, motion pictures, programmed materials with or without teaching machines, radio and television programs, disc and tape recordings, language laboratories, etc. Please answer all questions in terms of this broad definition.

PART A of the questionnaire concerns the many and varied functions and services of state departments of education as a whole which affect in one way or another the classroom uses of new educational media in public elementary and secondary schools throughout the state. Specifically, there are questions relating to the following functions and services:

1. Advice to local school personnel, by Department specialists, on classroom uses of new educational media.
2. Consideration of new educational media in curriculum planning and the preparation of courses of study.
3. Conferences and workshops on the classroom uses of new educational media.
4. Use of new educational media in other conferences and workshops conducted by the Department.
5. Consideration of the use of new educational media equipment and materials as a factor in the accreditation of public schools.
6. Consideration of competency in the use of new educational media as a factor in the certification of school personnel.
7. Provision for the use of new educational media equipment and materials in school plant and equipment standards.
8. Grant to local school districts which can be used for the purchase of new educational media equipment and materials.
9. Preparation of publications for teachers or administrators on the uses of new educational media.
10. Collection of statistics on the use of new educational media in public elementary and secondary schools.
11. Production of new educational media materials for classroom use in public elementary and secondary schools.
12. Distribution of new educational media materials to public elementary and secondary schools.
13. Creation or sponsorship of broadcast or closed-circuit educational television programs.

D-4

14. Activities concerned with teaching machines and programmed learning.

Answers to some of these questions will need to be checked with other specialists in the Department--school plant, finance, curriculum, certification, accreditation, etc.

PART B of the questionnaire is devoted to the organization, personnel, etc. of new educational units in the State department of education.

State visitations. Following completion of the questionnaire survey, members of the University of Southern California project staff will visit each of the state departments of education to discuss with appropriate staff members specific items in the questionnaire and to secure illustrative and definitive materials which will provide substance to the somewhat cryptic "yes" and "no" replies in the questionnaire. To assist the interviewers and to save your own time, will you have available for examination and discussion during the interview copies of all published materials of the Department relating to individual items in the questionnaire. It would be helpful for the USC project staff to have such publications in advance of the interview. If copies are available, please send them to Dr. Francis W. Noel, University of Southern California, 924 W. 37th St., Los Angeles 7, California.

Questionnaire return. Two copies of the questionnaire are enclosed--one for your file and one to be returned in its pre-stamped envelope and addressed folder to the University of Southern California. We need your reply within two weeks of your receipt of the questionnaire. Thank you for your assistance and cooperation.

Please give the name and title of the individual primarily responsible for answering this questionnaire.

Questionnaire answered by ______________

Title ______________

Date ______________

Phone ______________ Ext. ______

D-5

NEW EDUCATIONAL MEDIA IN STATE DEPARTMENTS OF EDUCATION
PART A. SERVICES TO SCHOOLS

1. Leadership services to schools

Do State Department of Education personnel, in providing leadership services to public elementary and secondary schools, normally advise teachers and administrators on the classroom uses of new educational media? .... ☐YES ☐NO

If "yes": CHECK (✓) the phrase which most nearly describes who provides such services.

____ Department staff generally
____ New educational media staff primarily, others occasionally
____ New educational media staff only

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of Department publications--bulletins, newsletters, annual reports, etc.--illustrating ways in which Department personnel provide such leadership services.

List below, for our and your advance planning, the titles of such publications.

2. Curriculum development

Do State Department of Education personnel, in providing consultative services to public elementary and secondary schools in the area of curriculum development, normally refer to the classroom uses of new educational media? .... ☐YES ☐NO

If "yes": CHECK (✓) the phrase which most nearly describes who provides such services.

____Department staff generally
____New educational media staff primarily, others occasionally
____New educational media staff only

In which of the following activities related to curriculum development do Department personnel normally refer to the classroom uses of new educational media? CHECK (✓)

____Assistance to school systems in programs of curriculum revision
____Preparation of curriculum guides, courses of study, resource units, etc.
____Preparation of bibliographies of recommended instructional materials on various subjects
____Sponsorship of or participation in workshops or conferences on curriculum development

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of Department publications--curriculum guides, bibliographies, resource units, conference programs, etc.--illustrating ways in which Department personnel provide new educational media services in curriculum development programs.

List below, for our and your advance planning, the titles of such publications.

D-7

3. New educational media conferences and workshops

Did the State Department of Education, during calendar year 1961, conduct or otherwise sponsor any conferences or workshops on new educational media? .... ☐YES ☐NO

If "yes": How many such conferences or workshops? _____

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of Department announcements related to such conferences or workshops--letters of invitation, programs, lists of participants, press releases, summaries, reports, etc.

List below, for our and your advance planning, the titles of such publications.

4. Other Department conferences and workshops

Are new educational media normally used in other conferences and workshops conducted or otherwise sponsored by the Department? .... ☐YES ☐NO

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of Department announcements, particularly conference or workshop programs, which illustrate ways in which new educational media are used in Department conferences or workshops other than those mentioned in your reply to item 3.

List below, for our and your advance planning, the titles of such publications.

D-8

5. Accreditation of schools

Does the State Department of Education have any published standards pertaining to the approval or accreditation of public elementary or secondary schools? .... ☐YES ☐NO

If "yes": Do these standards contain any items directly or indirectly concerned with school ownership or use of new educational media equipment or materials? .... ☐YES ☐NO

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of published Departmental rules and regulations pertaining to the approval or accreditation of public elementary and/or secondary schools. Also, marked provisions, if any, in these rules and regulations which pertain to the uses of new educational media.

List below, for our and your advance planning, the titles of such publications and the relevant citations therein.

D-9

6. Certification of school personnel

Does the State Department of Education, in its certification of public elementary and secondary school teachers, have any special requirements (college courses, experience, etc.) related to competency in the field of new educational media? .... ☐YES ☐NO

Does the Department require any new educational media courses for the certification of various classes of school administrators or supervisors? .... ☐YES ☐NO

Are any new educational media courses required for a school librarian's certificate? .... ☐YES ☐NO

Are any library science courses required for certification of new educational media supervisors? .... ☐YES ☐NO

MATERIALS FOR INTERVIEW USE

If your answer to any of these four questions is "yes," please have available for use during the follow-up interview, copies of all Departmental publications which specify new educational media requirements for the certification of school personnel.

List below, for our and your advance planning, the titles of such publications and the relevant citations therein.

D-10

7. School plant standards

Does the State Department of Education have any published standards concerning school buildings or facilities which pertain to the classroom use of new educational media? .... ☐YES ☐NO

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of Department publications setting forth these standards.

List below, for our and your advance planning, the titles of such publications and the relevant citations thereto.

8. New educational media equipment standards

Does the State Department of Education have any published standards concerning specifications for new educational media equipment such as projectors, projection screens, recorders, radio and television receivers, etc.? .... ☐YES ☐NO

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of Department publications setting forth these standards.

List below, for our and your advance planning, the titles of such publications and the relevant citations thereto.

D-11

9. Fiscal grants to local school districts

Did the State Department of Education, during the 1960-61 school year, distribute to school districts any funds specifically earmarked for use in new educational media programs? .... ☐ YES ☐ NO

Did the State Department of Education, during the 1960-61 school year, distribute to school districts any general-purpose funds which could be used by individual districts for the acquisition of new educational media equipment and materials? .... ☐ YES ☐ NO

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, information concerning the two types of funds noted above and data, if available, on the total amounts disbursed to local districts during 1960-61 school year and of these totals, the amounts expended for new educational media programs. You may wish to examine the 1959-60 data provided by your Department for the U.S. Office of Education publication, "Revenue Programs for the Public Schools in the United States, 1959-60." A copy of this publication is probably available in your library.

10. **Publications**

During calendar year 1961, did the State Department of Education publish any manuals, handbooks, catalogs, bibliographies, directories, etc., dealing with new educational media equipment, materials, personnel, etc. .... ☐YES ☐NO

During calendar year 1961, did the Department issue any general publications which contain a chapter or section on new educational media? .... ☐YES ☐NO

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of such special and general publications.

List below, for our and your advance planning, the titles of these publications.

11. New educational media statistics

Did the State Department of Education collect any statistics--through annual reports from school districts, general surveys, or special studies--relating to the use of new educational media during the school year 1960-61 in public elementary or secondary schools? .... ☐YES ☐NO

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of such statistical reports.

List below, for our and your advance planning, the titles of these reports.

1-13

12. Production of new educational media materials

During calendar year 1961, did the State Department of Education produce any new educational materials for use in public elementary or secondary schools? ..... ☐ YES ☐ NO

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of Department catalogs, lists, etc., describing these media materials and their availability to schools.

List below, for our and your advance planning, the titles of such materials produced by the Department during calendar year 1961.

D-14

13. Distribution of new educational media materials

During the calendar year 1961, did the State Department of Education distribute, on a loan or rental basis, new educational media materials to public elementary or secondary schools? .... ☐ YES ☐ NO

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of Department catalogs and other publications describing these materials and the methods used in their distribution to schools, including records of the extent of their use in schools during 1961.

List below, for our and your advance planning, the titles of such publications.

2-15

14. Educational television

Does the State Department of Education have duties and powers under laws or administrative regulations or agreements with other State agencies for the establishment, operation, or fulfillment of other responsibilities concerning open- or closed-circuit educational television within the state? .... ☐ YES ☐ NO

If "yes": Explain the nature of these responsibilities and requirements.

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of applicable laws, regulations, and other documents authorizing Departmental actions in the area of educational television.

List below, for our and your advance planning, the titles of such documents.

If "no": Has any other agency of the State Government acquired such responsibilities for educational television within the state? .... ☐ YES ☐ NO

If "yes": Explain the nature of these responsibilities and requirements.

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of applicable laws, executive orders, and other documents authorizing educational television activities to be performed by other units of the State Government.

List below, for our and your advance planning, the titles of these documents.

15. **Teaching machines and programmed learning**

Did the State Department of Education during calendar year 1961, conduct any activities or publish any materials relating to teaching machines and programmed learning? .... ☐YES ☐NO

MATERIALS FOR INTERVIEW USE

Please have available for use during the follow-up interview, copies of Department publications (other than those listed under items 1, 2, 3, 8, and 10) pertaining to the uses of teaching machines and programmed learning in public elementary and secondary schools.

List below, for our and your advance planning, the titles of such publications.

D-17

NEW EDUCATIONAL MEDIA IN STATE DEPARTMENTS OF EDUCATION
PART B. ORGANIZATION, PERSONNEL, FINANCE

16. **Organization**

Does the State Department of Education have one or more organizational units devoted to new educational media? .... ☐YES ☐NO

If "yes": Give the titles of such units and describe their relationships through channels to the Chief State School Officer.

If "no": How does the Department perform reference and other services in this field? EXPLAIN.

2-18

17. **Personnel**

Give below the titles (not names of incumbents) of all individuals in new educational media or other units (see item 16) who spend 10% or more of their time on new educational media. Indicate whether the position is considered professional, technical, or clerical/stenographic. Estimate the percentage of time the person in the position spends on new educational media.

	CHECK ONE			
Position title	Prof.	Tech.	Clerk-steno.	% time (annual basis)

Describe below the requirements (academic degrees, experience, etc.) set forth in written Departmental rules or regulations for the professional positions identified above.

D-17

18. Budget

Are funds for the operation of the new educational media unit or units noted in item 17 separately identifiable parts of the budget of the State Department of Education? ..... ☐ YES ☐ NO

If "yes": What was the budgetary allotment or appropriation for fiscal year 1961? .... $ ________

Break this amount down into:

Salaries of staff.............................. $

Travel...

Publications...................................

Materials for circulation......................

Other expenses......,..........................

If "no": Estimate the cost, in salaries and other expenses, of providing new educational media services during fiscal year 1961 .... $ ________

MASTER INTERVIEW SCHEDULE

LEADERSHIP SERVICES QUESTIONNAIRE REFERENCE: Page 3,
Item 1, Code 1.3

In your answers to the questionnaire you indicated the department staff, in general, provides advice to teachers and administrators in the classroom uses of new educational media. Could you provide some additional information regarding these staff members?

I. What general title would you apply to the staff members who give advice regarding new educational media? Would you indicate the number of persons involved and whether they are part-time or full-time in the position indicated by title?

____

____

	Number of Full-Time Staff	Number of Part-Time Staff
a. General Supervisors........	________	________
b. Subject-Matter Supervisors.	________	________
c. Department Staff Consultants..............	________	________
d. Professional Specialists (Finance, School Plant, etc.)...................	________	________
e. Outside Consultants (non-staff members)......	________	________
f. Others________________	________	________
g. ________________________	________	________

D-21

LEADERSHIP SERVICES QUESTIONNAIRE REFERENCE: Page 3,
Item 1, Code 1.3

II. For the staff members indicated, what would you estimate as the average number of times each staff member provided advice and assistance regarding new educational media for teachers and administrators? Consider only the number of times the assistance would require approximately four hours of the staff member's time; estimate the number of services rendered in a twelve month period.

a. Average number of services per staff member........ __________.

b. Unable to estimate........ __________.

D-22

LEADERSHIP SERVICES QUESTIONNAIRE REFERENCE: Page 3,
Item 1, Code 1.3

III. Would you estimate the average number of school units each of the staff members indicated above is responsible for serving in the course of regular duties throughout a twelve-month period?

Interviewer: Mark only non-duplicating categories for any one type of personnel.

---

a. #______Regions served by #______of________________
(Personnel Title)
#______Total Regions in State
b. #______Counties Served by #______of________________
(Personnel Title)
#______Total Counties in State
c. #______Elementary Districts served by #______of
____
(Personnel Title)
#______Total Elementary Districts in State
d. #______Secondary Districts served by #______of
____
(Personnel Title)
#______Total Secondary Districts in State
e. #______Combined Districts (Elem. and Sec.) served by #______of________________
(Personnel Title)
#______Total Combined Districts in State
f. ( )______Unable to estimate districts served

D-23

LEADERSHIP SERVICES QUESTIONNAIRE REFERENCE: Page 3, Item 1, Code 1.3

IV. The requests for advice regarding new educational media probably come in a number of ways. Could you give some ranking or percentage estimates which would indicate the major and minor sources of requests for help?

Sources of requests for help with new educational media come to the attention of department staff	Ranking or Percentage of Requests from Sources
a. Mail and/or Phone Inquiries to department..............	________
b. Staff members visits to local districts..................	________
c. School personnel visits to departments................	________
d. Informal contacts at meetings....................	________
e. Other Sources:	________
f. ____________________________	________

LEADERSHIP SERVICE QUESTIONNAIRE REFERENCE: Page 3,
Item 1, Code 1.4

In your answers to the questionnaire you indicated that new educational media staff members were the persons who primarily gave advice to teachers and administrators on the classroom uses of new educational media -- and -- that other persons gave this type of advice on occasion. Could you provide some additional information regarding the new educational media personnel and the other persons?

I. When you indicated "new educational media staff" where you referring to those staff members indicated later in the questionnaire? (See page 10 of the questionnaire. Item 17 would have personnel information.)

a. ( )______Yes.
b. ______No. If NO, could you briefly identify the staff members you were referring to when you checked the "new educational media" personnel response to the questionnaire.

D-25

LEADERSHIP SERVICE / QUESTIONNAIRE REFERENCE: Page 3,
Item 1, Code 1.4

II. For the new educational media personnel indicated, what would you estimate as the average number of times each staff member provided advice and assistance regarding new educational media for teachers and administrators? Consider only the number of times the assistance would require approximately four hours of the staff member's time; estimate the number of service rendered in a twelve month period.

a. Average number of services per staff member................ ________

b. Unable to estimate............ ________

LEADERSHIP SERVICE QUESTIONNAIRE REFERENCE: Page 3, Item 1, Code 1.4

III. Would you estimate the average number of school units each of the staff members indicated above is responsible for serving in the course of regular duties throughout a twelve-month period?

Interviewer: Mark only non-duplicating categories for any one type of personnel.

a. #______Regions served by #______of______________
(Personnel Title)
#______Total Regions in State
b. #______Counties served by #______of______________
(Personnel Title)
#______Total Counties in State
c. #______Elementary Districts served by #______of
____
(Personnel Title)
#______Total Elementary Districts in State
d. #______Secondary Districts served by #______of
____
(Personnel Title)
#______Total Secondary Districts in State
e. #______Combined Districts (Elem. and Sec.) served by #______of______________
(Personnel Title)
#______Total Combined Districts in State
f. ( ) ______Unable to estimate districts served

2-27

LEADERSHIP SERVICE / QUESTIONNAIRE REFERENCE: Page 8,
Item 1, Code 1.4

IV. The requests for advice regarding new educational media probably come in a number of ways. Could you give some ranking or percentage estimates which would indicate the major and minor sources of requests for help?

Sources of requests for help with new educational media come to the attention of the department staff..	Ranking or Percentage of Requests from Sources
a. Mail and/or Phone inquiries to department..................	________
b. Staff members visits to local districts......................	________
c. School personnel visits to department....................	________
d. Informal contacts at meetings.	________
e. Other Sources: ____________	________
f. ____________	________

LEADERSHIP SERVICE QUESTIONNAIRE REFERENCE: Page 3, Item 1, Code 1.4

V. For these staff members other than new educational media personnel, what general title would apply to those who give advice regarding new educational media? Would you indicate the number of persons involved and whether they are part-time or full-time in the position indicated by their title?

	Number of Full-Time Staff	Number of Part-Time Staff
a. General Supervisors........		
b. Subject-Matter Supervisors.		
c. Department Staff Consultants..............		
d. Professional Specialists (Finance, School Plant, etc.)....................		
e. Outside Consultants (non-staff members)......		
f. Others____________________		
g. __________________________		

D-29

LEADERSHIP SERVICE / QUESTIONNAIRE REFERENCE: Page 3, Item 1, Code 1.4

VI. For the new educational media personnel indicated, what would you estimate as the average number of times each staff member provided advice and assistance regarding new educational media for teachers and administrators? Consider only the number of times the assistance would require approximately four hours of the staff member's time; estimate the number of services rendered in a twelve month period.

a. Average number of services per staff member.............................. ________

b. Unable to estimate.......................... ________

LEADERSHIP SERVICE QUESTIONNAIRE REFERENCE: Page 3, Item 1, Code 1.4

VII. Would you estimate the average number of school units each of the staff members indicated above is responsible for serving in the course of regular duties throughout a twelve-month period?

Interviewer: Mark only non-duplicating categories for any one type of personnel.

---

a. #_____Regions served by #_____of__________
(Personnel Title)

#_____Total Regions in State

b. #_____Counties served by #_____of__________
(Personnel Title)

#_____Total Counties in State

c. #_____Elementary districts served by #_____of
____
(Personnel Title)

#_____Total Elementary Districts in State

d. #_____Secondary Districts served by #_____of
____
(Personnel Title)

#_____Total Secondary Districts in State

e. #_____Combined Districts served by #_____of
(Elem. and Sec.)
____
(Personnel Title)

#_____Total Combined Districts in State

f. ( )_____Unable to estimate districts served

LEADERSHIP SERVICES / QUESTIONNAIRE REFERENCE: Page 3, Item 1, Code 1.4

VIII. The requests for advice regarding new educational media probably come in a number of ways. Could you give some ranking or percentage estimates which would indicate the major and minor sources of requests for help?

Sources of requests for help with new educational media come to the attention of the department staff	Ranking or Percentage of Request from Sources
a. Mail and/or Phone inquiries to department............	
b. Staff members visits to local districts..........	
c. School personnel visits to department..............	
d. Informal contacts at meetings.................	
e. Other Sources:	
f.	

LEADERSHIP SERVICE QUESTIONNAIRE REFERENCE: Page 3, Item 1, Code 1.5

In your answers to the questionnaire you indicated the new educational media staff were the persons who advised teachers and administrators of the classroom used of new educational media.

I. When you indicated "new educational media staff" were you referring to those staff members indicated later in the questionnaire? (See page 16 of the questionnaire. Item 17 would have personnel information).

a. ( )______Yes

b. ______No. If NO, could you briefly identify the staff members you were referring to when you checked the "new educational media" personnel response to the questionnaire?

D-33

LEADERSHIP SERVICES / QUESTIONNAIRE REFERENCE: Page 3,
Item 1, Code 1.5

II. For the new educational media personnel indicated, what would you estimate as the average number of times each staff member provided advice and assistance regarding new educational media for teachers and administrators? Consider only the number of times the assistance would require approximately four hours of the staff member's time; estimate the number of services rendered in a twelve month period.

a. Average number of services per staff member.............................. ________

b. Unable to estimate.......................... ________

LEADERSHIP SERVICE QUESTIONNAIRE REFERENCE: Page 3,
Item 1, Code 1.5

III. Would you estimate the average number of school units each of the staff members indicated above is responsible for serving in the course of regular duties throughout a twelve-month period?

Interviewer: Mark only non-duplicating categories for any one type of personnel.

---

a. #_____Regions served by #_____of__________
(Personnel Title)
#_____Total Regions in State

b. #_____Counties served by #_____of__________
(Personnel Title)
#_____Total Counties in State

c. #_____Elementary Districts served by #_____of
____
(Personnel Title)
#_____Total Elementary Districts in State

d. #_____Secondary Districts served by #_____of
____
(Personnel Title)

e. #_____Combined Districts served by #_____of
(Elem. and Sec.)
____
(Personnel Title)
#_____Total Combined Districts in State

f. ( ) Unable to estimate districts served

LEADERSHIP SERVICES / QUESTIONNAIRE REFERENCE: Page 3, Item 1, Code 1.5

IV. The requests for advice regarding new educational media probably come in a number of ways. Could you give some ranking or percentage estimates which would indicate the major and minor sources of requests for help?

Sources of requests for help with new educational media come to the attention of the department staff	Ranking or Percentage of Requests from Sources
a. Mail and/or Phone inquiries to department............	________
b. Staff members visits to local districts..........	________
c. School personnel visits to department..............	________
d. Informal contacts at meetings..................	________
e. Other Sources: ________	________
f. ________	________

LEADERSHIP SERVICES / QUESTIONNAIRE REFERENCE: Page 3,
Item 1, Code 1.2

In your answers to the questionnaire you indicated that no department personnel would normally advise teachers and administrators on the classroom use of new educational media. Could we refer directly to the copies of the questionnaire and check this?

I. Would you read the questionnaire again and indicate your response at this time?

a. ______ Response is the same: "NO" to the main question in 1. Continue with the questions directly below on this page.
b. ______ Response is "Department staff in general." Refer to the Master Interview Schedule, pages
c. ______ Response is "New Educational Media staff and others." Refer to the Master Interview Schedule, pages
d. ______ Response is "New Educational Media staff only." Refer to the Master Interview Schedule, pages

II. Could you clairfy the situation regarding no personnel providing new educational media advice to teachers and administrators? Would you say this because...

a. Local schools would be able to handle the situation.......................... ______
b. There are insufficient requests to justify providing such a service..... ______
c. No qualified department personnel are available to render this service to teachers and administrators.......... ______
d. There are few new educational media devices and materials in the schools so such service would not be normally requested..................... ______

D-37

CONFERENCES AND WORKSHOPS / QUESTIONNAIRE REFERENCE:
Page 5, Item 3, Code 3.1

In your answers to the questionnaire you indicated the department has conducted or sponsored some conferences or workshops during 1961 which related to new educational media.

INTERVIEWER: The questionnaire respondent may have provided some of the information required below in answering The Questionnaire, page 5. See the returned Questionnaire page 5, and transfer any information given there.

I. Could you give some details about those conference and workshops?

NO. OF DAYS	GENERAL SUBJECT OR TITLE	GENERAL AUDIENCES	ATTENDANCE

CONFERENCES AND WORKSHOPS / QUESTIONNAIRE REFERENCE: Page 5, Item 3, Code 3.1

II. Could you give an estimate of the total number of all conferences and workshops sponsored by all of the units or sections of the department during 1961?

a. __________ Total number of departmentally sponsored workshops and conferences during 1961.

b. __________ Unable to estimate.

D-37

CONFERENCES AND WORKSHOPS / QUESTIONNAIRE REFERENCE:
Page 5, Item 3, Code 3.2

In your answers to the questionnaire you indicated the department had not conducted or sponsored any workshops or conferences during 1961 which related to new educational media.

I. In reviewing this information at this time would you still say the department had not conducted any conferences or workshops in 1961 related to new educational media?

a. ______________ Yes, the department did not conduct any such meetings. Continue with the questions.

b. ______________ No, the department did conduct such meetings and the response to the questionnaire was an inadvertent error. Consult the Master Interview Schedule, pages.

CONFERENCES AND WORKSHOPS / QUESTIONNAIRE REFERENCE: Page 5, Item 3, Code 3.2

II. Since the department did not conduct or sponsor any such meetings, do you know of any agencies or organizations which are taking some state leadership in providing conferences or workshops related to new educational media? If so, could you indicate the type of organization or agency demonstrating some state leadership?

a. NDEA Agencies........................ ______
b. State Institutions of Higher Education............................. ______
c. Other Institutions of Higher Education............................. ______
d. Professional Audio-Visual Groups.... ______
e. Others:______________________________ ______
f. __________________________________ ______

III. Could you give any indication as to why the department has not conducted or sponsored workshops or conferences related to new educational media?

a. Insufficient demand.................. ______
b. Insufficient funds.................... ______
c. Insufficient personnel............... ______
d. Inappropriate function............... ______
e. Other: ______________________________ ______

e. Other: ______________________________ ______

f. __________________________________ ______

CONFERENCES AND WORKSHOPS / QUESTIONNAIRE REFERENCE:
Page 5, Item 3, Code 3.2

II. Could you give an estimate of the total number of all conferences and workshops sponsored by all of the units or sections of the department during 1961?

a. __________ Total number of departmentally sponsored workshops and conferences during 1961

b. __________ Unable to estimate

DEPARTMENTAL USE OF N.E.M. EQUIPMENT / QUESTIONNAIRE
REFERENCE: Page 5, Item 4, Code 4.1

In your answers to the questionnaire you have indicated that department personnel normally use new educational media in workshops and conferences.

I. Are the materials and equipment items used in workshops and conference owned by the department or borrowed from other sources?

Equipment items are usually..........................

Department owned........ a. ________
Borrowed from
Local Districts......... b. ________
Colleges and/or Universities......... c. ________
Rental Agencies......... d. ________
Manufacturers or Sales Agencies for equipment.................. e. ________

Materials are usually............................

Department owned........ f. ________
Borrowed from
Local Districts....... g. ________
Colleges and/or Universities........ h. ________
Rental Agencies....... i. ________
Producers or Sales Agencies for Materials........... j. ________

D-43

DEPARTMENT USE OF N.E.M. EQUIPMENT / QUESTIONNAIRE
REFERENCE: Page 5, Item 4, Code 4.1

II. If the equipment used by the department personnel is owned by the department, could you indicate the inventory of equipment items which are available for staff use in conferences and workshops?

EQUIPMENT	# of Units
(A) Motion Picture Projectors (16mm)	
(B) Motion Picture Projectors (8mm)	
(C) Filmstrip Projectors	
(D) Slide Projectors (2 x 2)	
(E) Slide Projectors (3¼ x 4)	
(F) Overhead Projectors	
(G) Opaque Projectors	
(H) Tape Recorders	
(I) Phonographs	
(J) Radios	
(K) Television Sets	
(L) Closed Circuit TV Equipment	
(M) Teaching Machines	
(N) Other: ____________	
(O) ____________	

2-44

DEPARTMENTAL USE OF N.E.M. EQUIPMENT / QUESTIONNAIRE
REFERENCE: Page 5, Item 4, Code 4.1

III. Are the materials owned by the department and used by the staff in workshops and conferences:

a. a collection for the exclusive use of department personnel........ ____________

b. a collection used by department personnel and other public school administrators and supervision for in-service training programs exclusively (i.e., not available for classroom instruction of students................................ ____________

c. part of a general collection of materials which are distributed for general use by administrators, supervisors, and classroom instruction of students........................ ____________

7-45

DEPARTMENTAL USE OF N.E.M. EQUIPMENT / QUESTIONNAIRE
REFERENCE: Page 5, Item 4, Code 4.1

IV. For the materials owned by the department, could you provide an inventory of the number of items of materials available for staff use in workshops and conferences?

MATERIALS	# of Units
16mm Films	__________(A)
8mm Films	__________(B)
Filmstrips	__________(C)
2x2 Slides	__________(D)
3¼x4 Slides	__________(E)
Transparencies	__________(F)
Tape Recordings	__________(G)
Disc Recordings	__________(H)
Teaching Machine Programs	__________(I)
Graphic Materials of all types such as, photos, posters, etc.	__________(J)
______________________________	__________(K)
______________________________	__________(L)

2-46

DEPARTMENTAL USE OF N.E.M. EQUIPMENT / QUESTIONNAIRE
REFERENCE: Page 5, Item 4, Code 4.2

In your answers to the questionnaire you indicated that new educational media are not normally used in conferences and workshops conducted or sponsored by the department. (If this is incorrect, see box below.)

1. Could you give some indication of why new educational media are not used by the department staff members?

Inability to control environment...... ________ (A)
No opportunity to use during the
typical workshop or conference...... ________ (B)
No equipment and/or materials
available for use.................... ________ (C)
No funds for preparation or purchase
of materials......................... ________ (D)
Others: ______________________________ ________ (E)
_____________________________________ ________ (F)

If new educational media are used in conferences and workshops, see Master Interview Schedule, page 21-23.

7-47

ACCREDITATION OF SCHOOLS / QUESTIONNAIRE REFERENCE:
Page 6, Item 5, Code 5.3

In your answers to the questionnaire you indicated the department has published standards pertaining to the approval or accreditation of public elementary and secondary schools--and--that these standards contain items related to school ownership or use of new educational media equipment or materials.

Could you provide a copy of these regulations for use by our project?

__________ Copy obtained __________ Copy unavailable

Would you indicate some of the major aspects of these regulations by answering some questions about them?

I. Were these standards developed by official agencies or organizations of the state or were these standards developed by some "outside" organization such as a regional accreditation association?

For ELEMENTARY Schools	For SECONDARY Schools
a. State developed..______	c. State developed ______
b. Outside group......______	d. Outside group......______

II. Are the standards which exist mandatory or recommended?

For ELEMENTARY Schools	For SECONDARY Schools
a. Mandatory..______	c. Mandatory..______
b. Recommended______	d. Recommended______

D-48

ACCREDITATION OF SCHOOLS / QUESTIONNAIRE REFERENCE: Page 6, Item 5, Code 5.3

III. In the standards which exist, are the following requirements specified?

	Elementary Schools	Secondary Schools
Minimum numbers of equipment items..........	a. ______	e. ______
Minimum numbers of materials................	b. ______	f. ______
Experience and/or Training and/or Skills for personnel performing new educational media tasks............	c. ______	g. ______
Minimum physical facilities related to new educational media use..	d. ______	h. ______

IV. To your knowledge will these standards be officially changed in the near future (July 1, 1963)?

For ELEMENTARY schools... for SECONDARY schools..

a. ______ Yes, by what date? c. ______ Yes, by what date?

b. ______ No. d. ______ No.

V. Do you know of any other organization or group in the state which is promoting or recommending minimum standards regarding new educational media in relation to public school approval or accreditation?

a. ______ Yes. What is the organization? ______________

b. ______ No.

D-47

ACCREDITATION OF SCHOOLS / QUESTIONNAIRE REFERENCE:
Page 6, Item 5, Code 5.2

In your answers to the questionnaire you indicated the department has no published standards pertaining to the approval or accreditation of public elementary and secondary schools.

I. Are the standards of some outside organization--similar to a regional accrediting agency generally applicable throughout the state?

For Elementary schools.. Yes_____ No______

For Secondary Schools... Yes_____ No_____

II. To your knowledge will official standards for the approval or accreditation of public schools be changed in the near future? (July 1963)

For Elementary Schools.. Yes_____ No_____

For Secondary Schools... Yes_____ No_____

III. In any anticipated changes, will the following types of requirements or recommendations be specified?

	Elementary Schools	Secondary Schools
Minimum number of equipment items................	a. _____	e. _____
Minimum numbers of materials....................	b. _____	f. _____
Experience and/or Training and/or Skills for personnel performing new educational media tasks.	c. _____	g. _____
Minimum physical facilities related to new educational media use...	d. _____	h. _____

2:50

ACCREDITATION OF SCHOOLS / QUESTIONNAIRE REFERENCE:
Page 6, Item 5, Code 5.2

F. Do you know of any other organization or group in the state which is promoting or recommending minimum standards regarding new educational media in relation to public school approval or accreditation?

a. ______ Yes. What is the organization? ______________________

b. ______ No.

7-51

CERTIFICATION OF TEACHERS / QUESTIONNAIRE REFERENCE:
Page 7, Item 6, Code 6.1

In your answers to the questionnaire you indicated the department does have, for teachers, special certification requirements related to competency in the field of new educational media.

Could you provide a copy of these regulations for use by our project?

______________ Copy obtained ______________
Copy unavailable

Would you indicate some of the major aspects of these requirements by answering some questions about them?

I. Do the requirements include pre-service and/or in-service training in new educational media use?

	Elementary Teachers	Secondary Teachers
Pre-Service training required................	a. ______	c. ______
In-Service training required................	b. ______	d. ______

II. To your knowledge will requirements for certification of teachers be officially changed in the near future? (July 1963)

	Elementary Teachers	Secondary Teachers
Yes	a. ______	c. ______
No	b. ______	d. ______

CERTIFICATION OF TEACHERS / QUESTIONNAIRE REFERENCE:
Page 7, Item 6, Code 6.1

III. In any anticipated changes for the certification of teachers will the requirements related to new educational media........................

	For Elementary Teachers	For Secondary Teachers
remain the same....	a. ________	e. ________
be increased.......	b. ________	f. ________
be decreased.......	c. ________	g. ________
be eliminated......	d. ________	h. ________

IV. Do you know of any other organization or group in the state which is promoting or recommending teacher certification requirements related to new educational media?

a. __________ Yes. What is the organization? ______________

b. __________ No.

D-53

CERTIFICATION OF TEACHERS / QUESTIONNAIRE REFERENCE: Page 7, Item 6, Code 6.2

In your answers to the questionnaire you indicated the department does not have, for teachers, special certification requirements related to competency in the field of new educational media.

I. To your knowledge will requirements for certification of teachers be officially changed in the near future? (July 1963)

	Elementary Teachers	Secondary Teachers
Yes	a. ______	c. ______
No	b. ______	d. ______

II. In any anticipated changes for the certification of teachers will the requirements related to new educational media ....

	For Elementary Teachers	For Secondary Teachers
remain the same.....	a. ______	c. ______
be increased........	b. ______	d. ______

III. Do you know of any other organization or group in the state which is promoting or recommending teacher certification requirements related to new educational media?

a. ________ Yes. What is organization ____________________

b. ________ No.

CERTIFICATION OF ADMINISTRATORS & SUPERVISORS /
QUESTIONNAIRE REFERENCE: Page 7, Item 6, Code 6.3

In your answers to the questionnaire you indicated the department does require new educational media courses for certification of school administrators or supervisors.

Could you provide a copy of these regulations for use by our project? ________

________ Copy obtained ________ Copy unavailable

Would you indicate some of the major aspects of these requirements by answering some questions about them?

I. Are these requirements related to a general teaching certificate or specifically associated with the administrative or supervisory certificates?

	Administrative Certificate	Supervisory Certificate
Related to teaching certificate.........	a. ________	c. ________
Specific to this certificate.........	b. ________	d. ________

II. To your knowledge will requirements for certification of administrators and supervisors be officially changed in the near future? (July 1963)

	Administrators	Supervisors
Yes................	a. ________	c. ________
No.................	b. ________	d. ________

CERTIFICATION OF ADMINISTRATORS & SUPERVISORS / QUESTIONNAIRE REFERENCE: Page 7, Item 6, Code 6.3

III. In any anticipated changes in the certification of administrators and supervisors will requirements related to new educational media............

	Administrators	Supervisors
remain the same ..	a. ________	e. ________
be increased......	b. ________	f. ________
be decreased......	c. ________	g. ________
be eliminated.....	d. ________	h. ________

IV. Do you know of any other organization or group in the state which is promoting or recommending administrative or supervisory certification requirements related to new educational media?

a. ______ Yes. What is the organization? ______
____

b. ______ No.

D-56

CERTIFICATION OF ADMINISTRATORS AND SUPERVISORS /
QUESTIONNAIRE REFERENCE: Page 7, Item 6, Code 6.4

In your answers to the questionnaire you indicated the department does not require new educational media courses for certification of administrators and supervisors?

I. To your knowledge will requirements for certification of administrators and supervisors be officially changed in the near future? (July ___ 1963)

	Administrators	Supervisors
Yes............	a. ________	c. ________
No............	b. ________	d. ________

II. In any anticipated changes in the certification of administrators and supervisors will requirements related to new educational media.............

	Administrators	Supervisors
____ remain the same...	a. ________	c. ________
____ be increased.....	b. ________	d. ________

III. Do you know of any other organization or group in the state which is promoting or recommending administrative or supervisory certification requirements related to new educational media?

a. ________ Yes. What is the organization? ______________

b. ________ No.

D 57

CERTIFICATION OF LIBRARIANS / QUESTIONNAIRE REFERENCE:
Page 7, Item 6, Code 6.5

In your answers to the questionnaire you indicated new educational media courses are required for a school librarian's certificate.

Could we obtain a copy of these regulations for use of the project?

______ Copy obtained ______ Copy unavailable

I. To your knowledge will requirements for school librarian's certificates be officially changed in the near future? (July 1963)

a. ______ Yes b. ______ No

II. In any anticipated changes in the school librarian's certificate will the requirements related to new educational media................

remain the same......... a. ________________

be increased........... b. ________________

be decreased........... c. ________________

be eliminated.......... d. ________________

III. Do you know of any other organization or group in the state which is promoting or recommending requirements related to new educational media for the school librarian's certificate?

a. Yes. What is the organization? ____________

b. No

D-58

CERTIFICATION OF LIBRARIANS / QUESTIONNAIRE REFERENCE:
Page 7, Item 6, Code 6.6

In your answers to the questionnaire you indicated new educational media courses are not required for the school librarian's certificate.

I. To your knowledge will requirements for school librarian's certificates be officially changed in the near future? (July 1963)

a. __________ Yes b. __________No.

II. In any anticipated changes in the school librarian's certificate will the requirements related to new educational media................

remain the same............. a. __________

be increased................ b. __________

III. Do you know of any other organization or group in the state which is promoting or recommending requirements related to new educational media for the school librarian's certificate?

a. __________ Yes. What is the organization? ______________

b. __________ No.

D-59

CERTIFICATION OF NEW EDUCATIONAL MEDIA SUPERVISORS /
QUESTIONNAIRE REFERENCE: Page 6, Item 6, Code 6.7

In your answers to the questionnaire you indicated library science courses are required for certification of new educational media supervisors.

Could you provide a copy of these regulations for use by the project?

________ Copy obtained ________ Copy unavailable

Would you clarify the situation by answering further questions regarding certification of these supervisors?

I. At what educational level are these supervisors authorized to perform special functions related to new educational media? The new educational media supervisor certificate....................

a. is related to or part of a teaching certificate only................. ________

b. is exclusively for elementary school supervision.............. ________

c. is exclusively for secondary school supervision.............. ________

d. authorizes service in any type of school unit (i.e., Elementary and/or Secondary districts, County, etc.).................... ________

II. In general what type of service is the new educational media supervisor likely to perform? In other words, what type of position is this certificate designed to cover?

a. Director of a materials distribution center.................... ________

b. Specialist in media use (similar to a specialist in a subject-matter field).......................... ________

c. Other:________________________ ________

CERTIFICATION OF NEW EDUCATIONAL MEDIA SUPERVISORS /
QUESTIONNAIRE REFERENCE: Page 7, Item 6, Code 6.7

III. To your knowledge will requirements for the new educational media supervisor's certificate be officially changed in the near future (July 1963)?

a. __________ Yes b. __________ No.

IV. In any anticipated changes in the new educational media supervisor's certificate, will the requirements be...................................

a. Increased.................... __________

b. Decreased.................... __________

c. Eliminated.................... __________

V. Do you know of any other organization or group in the state which is promoting or recommending requirements related to new educational media supervision certification?

a. __________ Yes. What is the organization? __________

b. __________ No.

D- 61

CERTIFICATION OF NEW EDUCATIONAL MEDIA SUPERVISORS / QUESTIONNAIRE REFERENCE: Page 7, Item 6, Code 6.8

In your answers to the questionnaire you indicated that library science courses were not required for certification of new educational media supervisors.

I. Does your state certify any supervisory personnel with specific reference on the certificate to special competencies in new educational media?

a. _______ Yes. Interviewer: Refer to Master Interview Schedule, Pages 39 and 40

b. _______ No.

II. Do you anticipate the official provision of a new educational media supervisor's certificate in the near future? (July 1963)

a. _______ Yes.

b. _______ No.

III. If a new educational media supervisor's certificate will be issued in the near future, could you indicate briefly the major requirements regarding training and experience.

CERTIFICATION OF NEW EDUCATIONAL MEDIA SUPERVISORS /
QUESTIONNAIRE REFERENCE: Page 7, Item 6, Code 6.8

IV. Do you know of any group or organization in the state which is promoting or recommending the issuance of a new educational media supervisor's certificate?

a. ______ Yes. What is the organization? ______________

b. ______ No.

7-63

SCHOOL BUILDING STANDARDS / QUESTIONNAIRE REFERENCE:
Page 8, Item 7, Code 7.1

In your answers to the questionnaire you indicate the department has published standards concerning school buildings or facilities which pertain specifically to the classroom use of new educational media.

Could we obtain a copy of these standards for use by the project?

______Copy obtained ______Copy unavailable

Would you clarify some specific aspects of the regulations for us now?

I. Are the standards related to classroom use of new educational media mandatory or recommended?

	Elementary Schools	Secondary Schools
Mandatory.....	a. ______	c. ______
Recommended...	b. ______	d. ______

II. Are the buildings and facilities standards you were referring to conventional building requirements related to adequate wiring and power, ventilation, and light control - or - are there specific references to new educational media uses?

a. Standards are conventional building requirements without specific reference to new educational media uses.............................. ______

b. Standards contain some specific reference to new educational media uses.............................. ______

III. In the development of the building and facilities standards which relate to new educational media, and in changes which are made in these standards.. Does the School Plant Planning section of the department have a specialist in requirements for NEM facilities? Yes No

Does the School Plant Planning Section consult with you or another specialist in new educational media?.......................... Yes No

D-64

SCHOOL BUILDING STANDARDS / QUESTIONNAIRE REFERENCE:
Page 8, Item 7, Code 7.1

V. Could you indicate the presence or absence of some specific regulations which might be related to new educational media--and--would you indicate any need for additional regulations

	1 No existing regulation	2 Regulations adequate	3 Regulations needed	4	5	6
a. Electric power supply for classrooms						
b. Electric outlets (wall-plugs and power supply receptacles) for classroom						
c. Ventilation control for darkened rooms						
d. Light control for classroom projection						
e. Conduits or power lines for radio, television, and other special installations						
f. Building space for storage of new educational media equipment and materials						
g. Building space for production of simple graphic materials						
h. Other: ______________ ______________ ______________						

D-65

SCHOOL BUILDING STANDARDS / QUESTIONNAIRE REFERENCE:
Page 8, Item 7, Code 7.2

In your answers to the questionnaire you indicated the department does not have published standards concerning school buildings or facilities which pertain to classroom uses of new educational media.

I. In any standards which do exist are the following items specifically covered as normal standards for all classrooms?
  a. Minimum power supply to all rooms Yes No
  b. Ventilation control............... Yes No
  c. Light control through shades, etc. Yes No
  d. Minimum storage space............ Yes No

II. In the development of the building and facilities standards which relate to new educational media, and in changes which are made in these standards.,

Does the School Plant Planning section of the department have a specialist in requirements for new educational media facilities?.... Yes No

Does the School Plant Planning section consult with you or another specialist in new educational media?............ Yes No

III. Do you anticipate any official change in standards for school buildings or facilities which might pertain to new educational media use in classrooms? (Official changes by July 1963)

a. __________Yes b. __________No

D-66

SCHOOL BUILDING STANDARDS / QUESTIONNAIRE REFERENCE:
Page 8, Item 7, Code 7.2

IV. If any changes related to new educational media classroom use are anticipated, could you briefly indicate the changes which will be officially adopted?

D-67

EQUIPMENT STANDARDS / QUESTIONNAIRE REFERENCE:
Page 8, Item 8, Code 8.1

In your answers to the questionnaire you have indicated that the department does have published standards concerning specifications for new educational media equipment.

I. Were these standards developed primarily in relationship to the National Defense Education Act?

a. __________ Yes   b. __________ No

II. Do the standards apply to equipment acquired without reference to the National Defense Education Act?

a. __________ Yes   b. __________ No

III. Could you provide a copy of these regulations?

a. __________ Yes   b. __________ No

IV. Are the standards mandatory a. __________

Recommended................ b. __________

V. Are there standards for

Elementary Schools......... a. __________

Secondary Schools.......... b. __________

EQUIPMENT STANDARDS / QUESTIONNAIRE REFERENCE:
Page 8, Item 8, Code 8.2

In your answers to the questionnaire you have indicated the department does not have standards concerning specifications for new educational media equipment.

I. Do you anticipate that such standards will be developed in the near future?

a. __________ Yes. b. __________ No.

II. If such standards are anticipated, could you briefly give the expected nature of these standards?

III. Do you know of any organization within the state promoting such standards concerning specifications for new educational media equipment?

a. __________ Yes. What organization? __________

____

b. __________ No.

D-69

NEW MEDIA FUNDS / QUESTIONNAIRE REFERENCE: Page 9, Item 9, Code 9.1

In your answers to the questionnaire you indicated that the department did distribute to school districts funds which were specifically earmarked for use in new educational media programs.

I. Were these funds related exclusively to the National Defense Education Act?

a. __________ Yes. b. __________ No.

II. Were these funds allocated as special or new types of financial support or have these funds been distributed on a regular basis over prior years.

a. __________ New or special type of financial support.

b. __________ Regular program of support over the past _______ years.

III. Do you have available any statewide statistics regarding the allocations or expenditures of these funds?

a. __________ Yes (Pick up a copy if available) Copy obtained __________.

b. __________ No.

D-70

NEW MEDIA FUNDS / QUESTIONNAIRE REFERENCE: Page 9,
Item 9, Code 9.2

In your answers to the questionnaire you indicated the department did not distribute to school districts any funds in 1960-61 specifically earmarked for use in new educational media program.

I. Prior to the National Defense Education Act, did the department distribute any funds which were earmarked for use in new educational media programs?

a. ________ Yes. (Continue with items below).

b. ________ No. (Terminate this page of the interview).

II. If funds were earmarked and distributed for new educational media programs prior to the National Defense Education Act and they are not distributed now, could you explain this change?

a. ________ Other program supplanted by NDEA

b. ________ Lack of Funds for continuation of the "old" program

c. ________ ______________________________

d. ________ ______________________________

D-71

NEW MEDIA FUNDS / QUESTIONNAIRE REFERENCE: Page 9,
Item 9, Code 9.3

In your answers to the questionnaire you indicated that the department has distributed to school districts funds which could be used for acquisition of new educational media equipment and materials.

I. Do you have available any statewide statistics regarding the allocations or expenditures of these funds?

a. __________ Yes (Pick up a copy if available)
Copy obtained __________

b. __________ No.

PUBLICATIONS / QUESTIONNAIRE REFERENCE: Page 10, Item 10, Code 10.1 and 10.3

In your answers to the questionnaire you have indicated that the department has issued some publications relating, at least in part, to new educational media matters.

May we have copies of all publications?

INTERVIEWER: Pertinent information for this page may be found on page 10 of the questionnaire. Check to see if you can copy in the space below any information already provided.

TITLE	Date of Publication	INTENDED AUDIENCE

D-73

PUBLICATIONS / QUESTIONNAIRE REFERENCE: Page 10, Item 10, Code 10.1 and 10.3

II. Perhaps the department has issued publications in the past which are not currently available. If so, could you give us the titles, date of publication and the intended audience of the publication?

TITLE	Date of Publication	Intended Audience

III. Could you estimate the total amount spent by the department on publications of all types for all units of the department?

a. Amount: ____________________

b. Unable to estimate: __________

PUBLICATIONS / QUESTIONNAIRE REFERENCE: Page 10, Item 10, Code 10.1 and 10.3

IV. What would be your estimate of the total number of publications issued last year by the entire department?

a. Number of single (one-time) publications.................................. ________

b. Total number of all issued of all serial publications in 12 month period.................................. ________

c. ....Total of a,b. ________

V. Is there another group or organization in the state which has exerted leadership in publications in the field of new educational media?

a. ________ Yes. What is the organization? ____________

b. ________ No.

D-75

PUBLICATIONS / QUESTIONNAIRE REFERENCE: Page 10,
Item 10, Code 10.2 and 10.4

In your answers to the questionnaire you have indicated the department has not issued publications which relate at least in part to new educational media.

I. Could you estimate the total amount of money spent by the department on publications of all types for all units of the department last year?

a. Amount ____________
b. Unable to estimate ____________
c. No publications issued ____________

II. If the department provides any publications could you estimate the total number of publications issued last year by the entire department?

a. Number of single (one-time) publications.................... ________
b. Total number of all issues of all serial publications in 12 month period........................... ________
c. ....Total of a. and b. ________

III. Is there another group or organization in the state which has exerted leadership in publications in the field of new educational media?

a. ________ Yes. What is the organization? ____________________

b. ________ No.

D-76

STATISTICS AND RESEARCH / QUESTIONNAIRE REFERENCE:
Page 10, Item 11, Code 11.1

In your answer to the questionnaire you indicated the department has collected statistics relating to the use of new educational media.

I. May we obtain a copy of these reports?

a. ______ Yes. Copies obtained ______

b. ______ No. Where might such information be obtained?

II. What type of research services are available to the department for official studies related to new educational media? Include only those the department can officially request or contract with for completion of a specific study.

a. A general STATE GOVERNMENT research agency........................ ______

b. A STATE DEPARTMENT OF EDUCATION research unit........................ ______

c. State Institutions of Higher Education........................ ______

d. Other Institutions of Higher Education........................ ______

e. Private Commercial or Non-Profit research agencies........................ ______

f. Regional, County, or Local School Districts........................ ______

g. Other: ____________________ ______

2-77

STATISTICS AND RESEARCH / QUESTIONNAIRE REFERENCE:
Page 10, Item 11, Code 11.1

III. Could you indicate research agencies which have been officially requested or which have completed a contract to make a research study related to new educational media?

a. A general STATE GOVERNMENT research agency.............. ________
b. A STATE DEPARTMENT OF EDUCATION research unit................ ________
c. State Institutions of Higher Education...................... ________
d. Other Institutions of Higher Education...................... ________
e. Private Commercial or Non-Profit research agencies............. ________
f. Regional, County or local School districts..................... ________
g. Other: ______________________ ________

IV. Outside of the department, where is the state leadership in the conduct of research studies related to new educational media?

a. Institutions of Highed Education. ________
b. Regional or County School Units.. ________
c. Local Districts.................. ________
d. Organization: ______________ ________
e. Other: ____________________ ________

D-78

MATERIALS PRODUCTION / QUESTIONNAIRE REFERENCE: Page
Page 11, Item 12, Code 12.1

In your answers to the questionnaire you indicated the department did produce new educational material for use in the public elementary and secondary schools.

I. Would you indicate the number of items produced in each of the following categories of materials.

INTERVIEWER: Go through this list twice. Column B for the number of items produced in calendar year 1961, Column C to check those items which have been produced in prior years.

A. NEW EDUCATIONAL MEDIA OR AUDIO VISUAL MATERIALS	B. NO. PRODUCED BY SDE IN 1961	C. ITEMS PRODUCED BY SDE IN OTHER YEARS
1. Motion Pictures 16mm sound		
2. Motion Pictures 8mm sound		
3. Filmstrips		
4. Slides: 3¼x4 or smaller		
5. Overhead Transparencies 7x7 or larger		
6. Sound Recordings: Magnetic Tapes		
7. Sound Recordings: Discs		
8. Radio Broadcasts		
9. Language Laboratory Mate. (not already indicated in 6 and 7 above)		
10. Broadcast Television		
11. Television Recordings: Videotape		
12. Programed Text Materials: Machine or Book Form		
13. Graphics, Posters, Photographs, Charts, etc., 18x24 or larger		
14. Graphics, Posters, Photographs, Charts, etc., smaller than 18x24		

D-79

MATERIALS PRODUCTION / QUESTIONNAIRE REFERENCE: Page 11,
Item 12, Code 12.1

II. In the production of materials, does the department offer production services to other state agencies or public school units?

a. ________ Yes. b. ________ No.

In the chart below indicate those materials which other agencies can request.

NEW EDUCATIONAL MEDIA PRODUCED BY THE SDE	AGENCIES WHICH CAN REQUEST PRODUCTION OF MATERIALS				
A	B SDE	C Other State Agencies	D State Inst. of Higher E4uc.	E Regional or County School Unit	F Local School Districts
1. Motion Pictures, 16mm sound					
2. Motion Pictures, 8mm sound					
3. Filmstrips					
4. Slides, 31/4x4 or smaller					
5. Overhead Transparencies 7x7 or larger					
6. Sound Recordings: Magnetic Tapes					
7. Sound Recordings: Discs					
8. Radio Broadcasts					
9. Lang. Lab. Materials (not already indicated in 6,7)					
10. Broadcast Television					
11. Television Recordings: Videotape					
12. Prog. Text Materials Machine or Book Form					
13. Graphics, Posters, Photographs, charts, etc. 18x24 or larger					
14. Graphics, Posters, Photographs, charts, etc., smaller than 18x24					

D-80

MATERIALS PRODUCTION / QUESTIONNAIRE REFERENCE:
Page 11, Item 12, Code 12.2

In your answers to the questionnaire you have indicate the department did not produce any new educational materials for use in the public elementary and secondary schools.

I. Has the department ever produced materials for public school use?

__________ Yes. b. __________ No.

II. If the department has produced materials for the public school why were no materials produced in 1961?

a. __________ Lack of Funds

b. __________ Lack of Equipment

c. __________ Lack of Personnel

d. __________ Change in Policy

e. __________ ____________________

f. __________ ____________________

D-81

MATERIALS DISTRIBUTION / QUESTIONNAIRE REFERENCE:
Page 12, Item 13, Code 13.1

In your answers to the questionnaire you have indicated that the department did distribute on a loan or rental basis new educational media materials to public elementary or secondary schools.

I. Do you have available documents which could provide a list of types and numbers of material items distributed by the department? ________

________ Yes. Copy obtained ________

________ No.

____

If catalogues or listings are available, ask only about part 9, 10 and 11 in the chart below. If no listings are available ask about the entire list of items.

____

MATERIALS DISTRIBUTION / QUESTIONNAIRE REFERENCE:
Page 12, Item 13, Code 13.1

II. If no listing of types and numbers of items are available in documents, would you indicate the types of materials currently being distributed and, if possible, the number of such items available.

A NEW EDUCATIONAL MEDIA OR AV MATERIALS DISTRIBUTED BY THE SDE	B #
1. Motion Pictures: 16mm sound	______(1)
2. Motion Pictures: 8mm sound	______(2)
3. Filmstrips	______(3)
4. Slides: 3¼x4 or smaller	______(4)
5. Overhead Transparencies: 7x7 or larger	______(5)
6. Sound Recordings: Magnetic Tape	______(6)
7. Sound Recordings: Discs	______(7)
8. Language Laboratory Materials (not already indicated in 6 and 7 above)	______(8)
* 9. Radio Broadcasts	______(9)
*10. Broadcast Television	______(10)
*11. Television Recordings: Videotape	______(11)
12. Programed Text Materials: Machine or Book Form	______(12)
13. Graphics: Posters, Photographs, charts, etc., 18x24 or larger	______(13)
14. Graphics: Posters, photographs, charts, etc., smaller than 18x24	______(14)

D- 83

MATERIALS DISTRIBUTION / QUESTIONNAIRE REFERENCE:
Page 12, Item 13, Code 13.1(#2)

III. Has the department recently added new types of materials to the distribution facility or are new types of materials contemplated in the near future?

a. __________ No.

b. __________ Yes. If so could you indicate what types of material represent recnet or planned additions?

ADDED:	CONTEMPLATED:
c. ____________	g. ____________
d. ____________	h. ____________
e. ____________	i. ____________
f. ____________	j. ____________

D-84

MATERIALS DISTRIBUTION / QUESTIONNAIRE REFERENCE:
Page 12, Item 13, Code 13.1

IV. If no documentary information is provided for distribution patterns or types of distribution services, please indicate those materials which are distributed to the respective governmental or educational agencies given here.

A NEW EDUCATIONAL MEDIA OR AUDIOVISUAL MATERIALS DISTRIBUTED BY THE SDE	AGENCIES TO WHICH NEM MATE. IN SDE SERVICE CENTER ARE DISTRIBUTED				
	B State Dept. of Educ.	C Other State Agencies	D State Insti- of Hi. Ed.	E Regional or County School Units	F Local School District
1. Motion Pictures: 16mm Sound					
2. Motion Pictures: 8mm Sound					
3. Filmstrips					
4. Slides: 3-1/4x4 or smaller					
5. Overhead Transparencies: 7x7 or larger					
6. Sound Recordings: Magnetic Tape					
7. Sound Recordings: Discs					
8. Language Laboratory Materials (not already indicated in 6 and 7 above)					
9. Radio Broadcasts					
10. Broadcast Television					
11. Television Recordings: Videotape					
12. Programed Text Materials: Machine or Book Form					
13. Graphics: Posters, Photographs, charts, etc., 18x24 or larger					
14. Graphics; Posters, Photographs, charts, etc., smaller than 18x24					

2-85

EDUCATIONAL TELEVISION / QUESTIONNAIRE REFERENCE:
Page 13, Item 14 (#2)

You have indicated something of the status of educational television on the questionnaire. However, could we review and clarify some specific aspects of educational television in your state?

CIRCLE ONE

1. Does the state department directly operate an open cicuit broadcast television station?.................. Yes No
   A closed circuit television installation?.......................... Yes No

2. Is the department required to supervise the operation of an open circuit broadcast television station by any other state agency?................. Yes No
   ________________________________...

3. Is the department officially participating in the sponsorship or direction of any open circuit broadcast educational television station (as a representative agency of the state government in a multi-body public advisory or control board for "community" stations)........... Yes No

4. In the educational television activity taking place in your state, what agency (or agencies) is taking the leadership position in the development of stations or networks to serve the classrooms of public schools?
   ____
   ____

EDUCATIONAL TELEVISION / QUESTIONNAIRE REFERENCE:
Page 13, Item 14 (#2)

5. What public school units (local, county, or regional) are participating in the support and/or operation of educational television stations which provide programs for classroom viewing? Could you provide information for those situations already operating and those situations which will probably be arranged by July of 1963? For those situations already in operation:

Name of the Participating Sub-State School Unit	Type of ETV Installation (Open or Closed Circuit or Net)	Date of Beginning Operation

For those situations which are developing:

Name of the Participating Sub-State School Unit	Type of Installation (Open or Closed Circuit or Net)	Date of Beginning Operation

D-87

TEACHING MACHINES AND PROGRAMED LEARNING / QUESTIONNAIRE
REFERENCE: Page 14, Item 15, Code 15.1

In your answers to the questionnaire you have indicated that some activities were conducted or some materials were published related to teaching machines and programed learning. Perhaps we have covered some of these items in connection with prior interview questions, but for purposes of clarification could you answer the following questions?

I. How many workshops or conferences regarding teaching machines and programed learning were conducted or sponsored by the department?........................#________

II. How many publications regarding teaching machines and programed learning were issued by the department?..........#________

III. Other than conferences or workshops or publications, what other activities by the department were related to teaching machines and programed learning?..............................#________

D-88

DEPARTMENT PERSONNEL FOR NEW EDUCATIONAL MEDIA / QUESTIONNAIRE REFERENCE: Page 16, Item 17

I. You have indicated certain personnel spend 10% or more of their time on new educational media activities. Could you provide in some detail any educational or experience requirements for these specific positions.

INTERVIEWER: Transfer all information for PROFESSIONAL personnel given on page 16 of returned questionnaire to this form below.

For each personnel position title in the form below ask: What educational requirements are there for this position? What experience requirements are there for this position? (Check appropriate blocks)

A OFFICIAL POSITION TITLE (do not give personal name)	Check	( ) all req .							
		Minimum Educ. Req.				Minimum Experience Req.			
	B % of time (on Annual Base) spent on NEM/AV activities	C No Educational Req.	D Bachelor's degree	E Master's degree	F Doctorate	G No experience Req.	H Teaching	I School supervision	J School administra.
1.	%								
2.	%								
3.	%								
4.	%								
5.	%								
6.	%								
7.	%								
8.	%								
9.	%								

We now want to direct your attention to some general questions of department policies or attitudes toward various aspects of the new educational media situation.

CIRCLE ONE

I. What do you feel is the department policy toward the development of centers which distribute a wide range of new educational media?

A. Does the department encourage the development of materials distribution centers on a regional or local basis? Yes No

B. Does the department encourage the development of a central state distribution center? Yes No

C. Does the department believe any central state distribution center should be operated by the state department of education? Yes No

II. What do you feel is the department attitude or policy regarding the development of facilities to produce NEM for local school use?

A. Does the department encourage the development of production facilities on a regional basis? Yes No

B. Does the department encourage cooperative or coordinated arrangement between various local or regional production units which exist? Yes No

III. What is the department attitude or policy in regard to a professional organization related to NEM?

A. Does the department feel a strong organization exist? Yes No

B. Does the department encourage a strong organization? Yes No

C. Has the department participated extensively in any professional organization which does exist? Yes No

On the whole, and as you know the present situation, would you estimate the general interest and attitude of your state's teachers and administrators regarding some of the currently prominent new educational media?

I. First, what is the amount of interest your state's teachers have in these new media?

	Very High Interest	Moderate Interest	Slight Interest	Low Interest
a. Educational TV				
b. Teaching Machines and Prog. Learning				
c. Lang. Laboratories				
d. Overhead Projection				
e. 8mm Motion Pictures with sound				

2-91

II. Second, what is the general attitude of your state's teachers to the use of these media in the public school classrooms?

	Very Positive Attitude	Moderately Positive	Neutral	Moderately Negative	Very Negative
a. Educational Television					
b. Teaching Machines and Programed Learning					
c. Language Laboratories					
d. Overhead Projection					
e. 8mm Motion Pictures with Sound					

III. Third, what is the amount of interest your state's administrators and supervisors have in these new media?

	Very High Interest	Moderate Interest	Slight Interest	Low Interest
a. Educational Television				
b. Teaching Machines and Programed Learning				
c. Language Laboratories				
d. Overhead Projection				
e. 8mm Motion Pictures with Sound				

D-93

IV. Fourth, what is the general attitude of your state's administrators and supervisors to the use of these new media in public school classrooms?

	Very Positive Attitude	Moderately Positive	Neutral	Moderately Negative	Very Negative
a. Educational Television					
b. Teaching Machines and Programed Learning					
c. Language Laboratories					
d. Overhead Projection					
e. 8mm Motion Pictures with Sound					

Could you review now some of the changes which may have taken place in your state in the past fifteen years or since World Ward II? Would you say trends in the following factors related to new educational media have been "increasing" or "decreasing."

	INCREASING		No Notable Change	DECREASING	
	Rapidly	Slowly		Slowly	Rapidly
1. Establishment or growth of new educational media materials distribution centers					
2. Establishment or growth of local district graphic materials production units					
3. No. of public school employees devoting full-time to NEM activities.					
4. No. of professional or non-professional public school employees devoting part-time to NEM activities (not including a teacher's classroom instruction with materials)					
5. Amount of money spent on the acquisition of new educational media materials and equipment for local school use. (Do not consider the presence of NDEA money in the last few years.)					

D-95

We come now to the last few questions. These deal primarily with some comments on the future as you see it now. Since the questions are more thought-provoking than the specific questions we have been treating, and since note-taking would be rather difficult, we would like to record on tape your responses to these questions.

Our purpose here is to collect viewpoints of the future. No single person will be identified with any specific statement and no statement will be attributed to any particular state.

On the whole, and as you view it now, what would be your judgment as to the major changes which are likely to occur nationally over the next ten years in the new educational media field. Specifically:

1. What changes do you expect in devices and materials in the field of new educational media?

2. What changes do you expect in the development of materials distribution centers or production centers?

3. What changes do you expect in terms of personnel working in the new educational media field? Will there be more or less jobs? Greater or lesser training? Fewer or greater functions?

4. What changes do you expect in the financing or expenditure patterns related to new educational media?

D-97

In view of your knowledge of your department's operations in the field of new educational media and in view of your estimates of changes which will occur in the new educational media field:

What would you see as the three major needs of your state in the adequate and appropriate development of new educational media use in the public schools over the next ten years? --- or ---

Over the next ten years, what do you see as the three greatest needs of your state in the new educational media field?

APPENDIX E

CRITICAL RESPONSES TO WORKING DRAFT

1. Summary table - Responses by SDE Principal Respondents
2. Responses of SDE Principal Respondents, by State
3. Summary table - Responses by SAVES Other Respondents
4. Responses of SAVES Other Respondents, by Name

SUMMARY TABLE

RESPONSES BY SIX PRINCIPAL RESPONDENTS

E-1

SUMMARY TABLE

RESPONSES TO WORKING DRAFT BY SDE PRINCIPAL RESPONDENTS

		Alabama	Alaska	California (2)	Colorado	Connecticut	Delaware	Georgia	Illinois	Indiana	Iowa (2)	Kansas	Louisiana	Maine	Massachusetts	Michigan	Minnesota	Mississippi	Missouri	New Jersey
Acknowledgment only							x		x				x			x				
General Evaluation of Report	All Favorable	x		x				x		x		x						x	x	
	Mostly Favorable		x		x	x					x			x	x					x
	Constructive Criticism																x			
Constructive Criticism	Content Correction		x		x	x					x			x	x		x			x
	Editing Correction																			
	Format Change																			
	Size of Study	x																		
Value of Study	Accuracy of Study		x					x												
	Scope of Study					x		x												
	Application to Programs			x						x										
	Reference Document			x														x		
Uses of Study	Comparative Planning of SDE NBM/AV Programs			x				x		x				x				x		
	Planning Programs Outside SDE																			
Suggestions	Add Summaries							x												
	Condense for Other Publication	x																		
	Must be Published			x								x								

E-2

SUMMARY TABLE

RESPONSES TO WORKING DRAFT BY SDE PRINCIPAL RESPONDENTS (Contd.)

		New Mexico	New York	North Carolina	Ohio	Oklahoma	Pennsylvania	Rhode Island	South Carolina	Tennessee	Texas	Vermont	Virginia	Washington	West Virginia	Wisconsin
	Acknowledgment only										■					
General Evaluation of Report	All Favorable			■	■	■		■		■		■			■	■
	Mostly Favorable	■	■				■		■				■	■		
	Constructive Criticism															
Construc-tive Criticism	Content Correction						■		■				■	■		
	Editing Correction	■														
	Format Change															
	Size of Study															
Value of Study	Accuracy of Study															
	Scope of Study					■	■			■				■		
	Application to Programs				■					■						
	Reference Document				■											
Uses of Study	Comparative Planning of SDE NDEA/AV Programs				■	■	■			■		■				
	Planning Programs Outside SDE						■									
Suggestions	Add Summaries															
	Condense for Other Publication															
	Must be Published													■		

RESPONSES OF SUB PRINCIPAL RESPONDENTS,
BY STATE

E-3

STATE OF ALABAMA
DEPARTMENT OF EDUCATION
MONTGOMERY 4, ALABAMA

December 7, 1962

Dr. Francis W. Noel, Project Director
SAVES Project
University of Southern California
Los Angeles 7, California

Dear Dr. Noel:

I think you have done an excellent job in your study on the practices of state departments of education in regard to new educational media and audio-visual education.

I believe the information and the conclusions reached in your section dealing with Alabama were correct and fairly stated. Certainly it seems to me that my information to your representative was properly quoted and interpreted.

I would suggest that you boil down the conclusions derived from your study into a medium-sized handbook for distribution. People just don't have the time to go through volumes of New York Telephone Directory size. So much material comes over our desks that we tend to shy away from all but the most essential and the most readable.

Sincerely yours,

Edwin L. Williams, Jr.

Edwin L. Williams, Jr.
ETV Coordinator

ELW:mhw

E-4

STATE OF ALASKA
DEPARTMENT OF EDUCATION

WILLIAM A. EGAN, GOVERNOR
ALASKA OFFICE BUILDING – JUNEAU

December 14, 1962

Dr. Francis W. Noel, Director
States Audio Visual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Dr. Noel:

The working draft of the SAVES project report appears to be a most thorough and essentially accurate compilation. We would wish to propose the following change, however:

Page III - 17

Department Equipment and Materials

Inventory of Equipment and Materials

The Department has several pieces of NDEA/AV equipment for the use of the Department personnel in their work with local school districts. Included are a 16 mm motion projector, combination slide-film strip projector, portable overhead projector, and a tape recorder as well as a machine for cutting disc records for use in schools without tape facilities.

Other than the above change, we have no other suggestions.

Sincerely yours,

ROBERT F. ISAAC
ACTING COMMISSIONER OF EDUCATION

By: Robert L. Thomas
Robert L. Thomas
Supervisor
Science and Mathematics

RLT:mt
File: 470

E-5

ROY E. SIMPSON
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL AVENUE, SACRAMENTO 14

December 10, .962

Dr. Francis W. Noel
Director, SAVES Project
934 West 37th Street
Los Angeles 7, California

Dear Francis:

Members of my staff and I appreciate having had an opportunity to study the SAVES Project Working Draft, and it is a pleasure to make the following observations.

The report confirms our belief that our Bureau of Audio-Visual and School Library Education has developed one of the outstanding programs in the nation. The U. S. Office of Education is to be congratulated on making possible a study in depth of what each State Department of Education is doing in a very important phase of audio-visual education--new educational media. There has been a real need for such a study for some time, and now for the first time a base line has been established which is important to the operations of this Department and, I am certain, equally so to other states.

It is my understanding that our research specialists report favorably upon the procedures and techniques used in the study. You and your staff are to be complimented for holding to good research practices. We are particularly impressed at the manner in which the study has been handled in that it recognizes variations between states but does not make comparisons of one state to another.

I note copies have been sent to each State Superintendent and members of his staff. I hope the U. S. Office of Education will make certain that the study is published and distributed widely inasmuch as the information contained in it is extremely important to the educational profession.

Sincerely,

Roy E. Simpson

E-6

ROY E. SIMPSON
Superintendent of Public Instruction
and Director of Education

GEORGE E. HOGAN
Deputy Superintendent; Chief,
Division of Departmental Administration

FRANCIS W. DOYLE
Deputy Superintendent; Chief,
Division of Special Schools and Services

RICHARD M. CLOWES
Associate Superintendent; Chief,
Division of Instruction

RONALD W. COX
Associate Superintendent; Chief,
Division of Public School Administration

WALLACE W. HALL
Associate Superintendent; Chief,
Division of Higher Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL AVENUE, SACRAMENTO 14

December 13, 1962

EIVED

Dr. Francis W. Noel
Director
SAVES Project
924 West 37th Street
Los Angeles 7, California

SAVES Project

Dear Francis:

I have made a cursory examination of the Working Draft of the SAVES Project report and want to congratulate you very sincerely upon the final product of your tremendous efforts this last year. It must be of considerable satisfaction to you to conclude a study of such proportions and to realize that a definite contribution has been made to education. Your report is very well organized and, I am sure, will be of considerable value in providing guidelines for Chief State School Officers in the years to come. You and your staff are also to be complimented for the thoughtful projections that you incorporated into the study.

Although there is much in the report that I have yet to study, there are several comments I would like to make. (1) I believe the idea of putting the statistical information relative to each state at the beginning of the report on that state is a very excellent one and one which I find very useful in evaluating the programs of the various states as I study them. (2) I believe the report is very thoughtfully done inasmuch as it does not embarrass any particular states by comparing them with others. This can be done, however, very thoroughly by using the data provided, if one wishes to do so. (3) I also think you and your staff are to be complimented for having the temerity to write Chapter 3. In my opinion, it reflects considerable, even if subjective, insight as to the problems of audio-visual education at the State levels. I believe that this chapter alone will be considerable meat for the Association of Chief State School Audio-Visual Officers to study. In fact, it is contemplated that the SAVES Report will be the object of much study and consideration during the next meeting of ACSSAVO at the DAVI Conference in Denver this next Spring.

Congratulations again, Francis, for the successful termination of the SAVES Project. We all expect great results from it in the years to come.

Very sincerely,

Harry

Harry J. Skelly, Chief
Bureau of Audio-Visual and
School Library Education

[illegible]

E7

State of Colorado
STEVE McNICHOLS, GOVERNOR
DEPARTMENT OF EDUCATION
BYRON W. HANSFORD, COMMISSIONER OF EDUCATION
DENVER 2

RECEIVED
DEC 1962
SAVES Project

December 21, 1962

VIA AIR MAIL

Francis W. Neal, Project Director
SAVES Project
University of Southern California
Los Angeles 7, California

Dear Mr. Neal:

I have your card of December 5 which was written to Dr. Black and which has been referred to me for comment.

The section of your report entitled "Practices of State Departments of Education in New Educational Media / Audiovisual Education" pertaining to Colorado is substantially correct and revealing. I would like to bring to your attention, however, of two items which may have been overlooked in Mrs. Neal's visit to our offices:

1. In addition to the guidance films and to the 120 additional motion picture titles owned by the Department, there is also owned one complete set of the course entitled "Chemistry, An Introductory Course (the Baxter Chemistry Course distributed by EBF) and one full set of "Introductory Physics" (the Harvey White Physics Film Course). Both of these film courses are being distributed for the Department by state colleges and universities in Colorado.
2. There are in existence two regional film-film strip cooperatives in Colorado; one has been in operation for three years, the other for nearly one year. Neither is supported by any state allocation or by local tax funds. Both centers are currently operating under cooperative contractual agreements with the provision by junior and senior colleges for facilities and personnel for maintenance and operation. I have presently no figures available as to the budget, growth, or handling and shipments of either of these regional film cooperatives.

If you should desire additional information pertaining to Colorado and the report, please feel free to write or call me here in the Department.

Very truly yours,

Frank A. Anderson

Frank A. Anderson, Director
Colorado Western States Small
Schools Project

FAA:pm

E-8

STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION
Box 2219 · Hartford, Connecticut

JA 7-6341, EXT. 2308

December 13, 1962

SAVES Project
States Audio-Visual Education Study
924 West 37th Street
Los Angeles 7, California
ATTENTION: Dr. Francis W. Noel

Dear Dr. Noel:

I am responding for the State of Connecticut both for the Commissioner of Education and myself with reference to the SAVES Project. The following corrections should be made in the Connecticut report:

(1) On page III-56, paragraph two, NEM/AV standards for Accreditation, the second and third sentences should read "Participation in the development of accreditation standards by various state educational associations has been widespread with the Connecticut Audio-Visual Education Association contributing NEM/AV standards."

(2) On page III-57, paragraph four, State Aid Funds, the second sentence should read "$289,064.00 on instructional materials etc.——from total state aid funds of $66,195,230.00.

These are the only two corrections to be made for Connecticut in what we consider a most effective, definitive and comprehensive project.

Very truly yours,

Fred Villa

Alfred L. Villa
Consultant
Audio-Visual Education

ALV/k

E-7

STATE OF DELAWARE
DEPARTMENT OF PUBLIC INSTRUCTION
DOVER
RESEARCH AND PUBLICATIONS

JOHN G. PARRES
DIRECTOR

RECEIVED
DEC 1962
SAVES Project

December 11, 1962

Mr. Francis W. Noel, Project Director
States Audio Visual Education Study
924 West 37th St.
Los Angeles 7, California

Dear Mr. Noel:

This is in reply to your postal card of December 5, 1962, in which you inquire about the working draft of the SAVES Project.

Our records indicate that the working draft was mailed to you some time ago. It certainly should have reached you by this time.

Sincerely yours,

John G. Parres

John G. Parres, Director
Research and Publications

JGP/aj

E-10

CLAUDE PURCELL
STATE SUPERINTENDENT
OF SCHOOLS

M. D. COLLINS
STATE SUPERINTENDENT
OF SCHOOLS EMERITUS

State Department of Education
STATE OFFICE BUILDING
Atlanta 3, Georgia

C. S. HUBBARD
ASSISTANT STATE SUPERINTENDENT
OF SCHOOLS

ALLEN C. SMITH
ASSISTANT STATE SUPERINTENDENT
OF SCHOOLS

December 5, 1962

Dr. Francis W. Noel
Director and Principal Investigator
States Audio Visual Education Study
924 West 37th St.
Los Angeles 7, California

Dear Dr. Noel:

The working draft of the SAVES project on Practices of State Departments of Education in New Educational Media/Audiovisual Education has been received. After an intensive review of this working draft this letter is in response to your request for comments.

First of all, I want to commend the project staff for the impressive body of information which has been compiled and which, when finally summarized, should be of great use as we plan for the future. The techniques which were used for gathering the information were excellent and I am sure revealed an accurate status of existing practices. The best feature of the data gathering method was the personal interview follow up of the questionnaire by a project staff member. This personal interview helped to clarify and extend items which were included in the initial questionnaire and I am sure aided your staff in getting reliable data.

Chapter II, by the use of understandable tables, presents current practices, policies and patterns in respect to NEM/AV on a national basis. It is an easy matter to relate Georgia's position to the overall national picture by use of these tables. The specific data with reference to Georgia's program as listed in Chapter III seem to be accurate and complete.

As a result of the experience your staff has had in connection with this study it would be my hope that you might draw some definite conclusions and make recommendations in the final report that would be of positive help to the various state departments of the country. The conclusions might be drawn from the average of the current practices in the various phases of NEM/AV and the recommendations might be those practices which presently are thought to be the professionally approved practices.

Thank you for your fine work and we look forward to seeing the final report.

Sincerely yours,

Claude Purcell

Claude Purcell,
State Superintendent of Schools

CP:pm

F-11

RECEIVED

DEC [illegible]

SAVES Project

State of Illinois
Office of the Superintendent of Public Instruction
302 State Office Building
Springfield

GEORGE T. WILKINS
SUPERINTENDENT

December 21, 1962

Mr. Francis W. Noel
Director and Principal Investigator
States AudioVisual Education Study
924 West 37th St.
Los Angeles 7, California

Dear Mr. Noel:

The final draft of the study for new educational media came to me a few weeks ago. I looked it over rather hurriedly and gave it to Mr. James Boula and Dr. Wayne Howell, who cooperated in providing the information when your wife called on us in Springfield. Dr. Howell took the manuscript for further examination and, before returning it, left on a trip to Pakistan. We have not been able to recover the manuscript.

From the brief examination that I made of the material on the Illinois program I feel that it was substantially correct and that you had done a good job of putting the whole book together. I am sorry that I can not give you a more definite statement at this time, but as soon as I can recover the manuscript I will go through it and if there are suggestions and changes I will notify you immediately.

Sincerely yours,

Olin W. Stead

Olin W. Stead
Director of Instructional Services

OWS:rm

E-12

STATE of INDIANA

INDIANAPOLIS 4

WILLIAM E. WILSON SUPERINTENDENT

DEPARTMENT OF PUBLIC INSTRUCTION

227 STATE HOUSE   ME 2-4000

December [illegible], 1962

Dr. Francis W. Noel
Project Director
[illegible] Project
University of Southern California
Los Angeles 7, California

Dear Francis:

I have not had the opportunity to make a thorough study of your working draft. However, from what I have seen and read, I am quite pleased with your results. Looking at the content I feel rather discouraged with the lack of activity on the State Departments of Education across the country. This document gives us a chance to compare what we are doing with the states around us. This type of thing will be invaluable to me in promoting my own program. The only thing I missed in your report was the comparison chart that you had mentioned at the last year's Chief States School Officers meeting in Kansas City.

I believe you and your staff should be congratulated on completing this very difficult and tedious study.

Sincerely yours,

Bill

WILLIAM C. [illegible]
Audiovisual Supervisor

WCP/mb

E-13

State of Iowa

Department of Public Instruction

STATE OFFICE BUILDING

Des Moines 19

[illegible]
ASSISTANT SUPERINTENDENT
[illegible]

PAUL F. JOHNSTON
SUPERINTENDENT

[illegible]
ASSISTANT SUPERINTENDENT
[illegible]

December 6, 1962

Mr. Francis W. Noel, Director
States Audio Visual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Mr. Noel:

I appreciated receiving a copy of the working draft, Practices of State Departments of Education in New Educational Media.

Our staff members are looking the report over and if we can give you any constructive suggestions, we will forward them to you.

Sincerely yours,

Paul F. Johnston
PAUL F. JOHNSTON
State Superintendent of Public Instruction

PFJ/dmv

State of Iowa
Department of Public Instruction
STATE OFFICE BUILDING
Des Moines 19

W. T. EDGREN
ASSISTANT SUPERINTENDENT
ADMINISTRATION

PAUL F. JOHNSTON
SUPERINTENDENT

W. DALE CHISMORE
ASSISTANT SUPERINTENDENT
INSTRUCTION

G-114

December 13, 1962

Mr. Francis W. Noel, Project Director
SAVIS Project
University of Southern California
Los Angeles 7, California

Dear Mr. Noel:

I have had a chance to read your rough draft and I am quite pleased with it. However, I might suggest one addition for the State of Iowa under the topic heading, Time Spent on NDEA/AV Activities. We now have employed a full-time Audio-Visual Consultant.

Very sincerely yours,

Clifton L. Kessler

Clifton L. Kessler
Consultant, Audio-Visual Services

CLK/mw

E-15

KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION
ADEL F. THROCKMORTON, SUPERINTENDENT
TOPEKA, KANSAS

DIVISION OF INSTRUCTIONAL SERVICES
[illegible] CLELAND, DIRECTOR

CURRICULUM SECTION
[illegible] DIRECTOR
GUIDANCE AND PUPIL PERSONNEL SECTION
[illegible] DIRECTOR
SPECIAL EDUCATION SECTION
[illegible] DIRECTOR

December 7, 1962

Dr. Francis W. Noel
States Audio Visual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Francis:

Re: Your card of December 3, also your letter of
November 15 to Dr. Throckmorton, which was
referred to me for consideration.

I have looked over the Kansas section of the SAVES Project, but not the entire report. It appears to be entirely satisfactory to me. I referred it also to Dr. Cleland, and he thought it was also very good. We find nothing to correct or add. We made some corrections in the previous draft, but this one meets with our complete approval.

You and your staff have done a fine job with this project. You are to be cordially congratulated. We shall look forward to the final publication.

Sincerely yours,

Harold Caldwell

Harold Caldwell
Audiovisual Consultant

HC:s

P. S. After dictating this letter, and before it was finished, we found certain inaccuracies in the statistical table on p. III-120. The note on p. III-2 says that sources for these data are listed in the Appendices. Page xx says: "Appendices in separate volume". Please advise what we can do with these data.

E-16

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
BATON ROUGE 4

SHELBY M. JACKSON
STATE SUPERINTENDENT

November 23, 1962

Mr. Francis W. Noel, Director
[illegible] Project
324 West 37th Street
Los Angeles 7, California

Dear Mr. Noel:

This is to acknowledge your letter of November 15, 1962, and thank you for the working draft of the [illegible] Project.

Sincerely yours,

Shelby M. Jackson

Shelby M. Jackson
State Superintendent

SMJ:lt

E-17

STATE OF MAINE
Department of Education
AUGUSTA

December 14, 1962

Dr. Francis W. Noel, Project Director
[illegible] Project
924 West 37th Street
Los Angeles 7, California

Dear Dr. Noel:

We appreciate receiving two copies of the Working Draft of Practices of State Departments of Education in New Educational Media/Audiovisual Education. This study is a massive undertaking and the report provides statistics which will be a valuable reference when comparing the activities in the different states. I would like to suggest some minor changes in the report for Maine.

On Page III-153, second paragraph - Methods of Handling NEM/AV Activities - to read as follows:

> While every member of the staff of the Division of Instruction is concerned with NEM/AV activities, in practice, questions are generally referred to three (~~two~~) members who have developed special competency in that area. The Director pays special attention to NEM/AV matters concerning policy and administration. One supervisor is assigned exclusively to the development of ETV programs. Another is assigned part-time as consultant on audio-visual aids.

Page III-153, fifth paragraph - NEM/AV Finance in the Department -

> A special appropriation of $25,000 provides for ETV activities budgeted as follows: salaries, $7,500; travel, $1,250; (~~publications~~) program production, materials for circulation, and other expenses, $16,250.

Page III-153, last paragraph - General Method for Accreditation -

> Elementary schools are not accredited. The department uses State-developed standards which are recommended. Secondary schools are accredited. (Rest of paragraph as written.)

E-18

Dr. Francis W. Noel December 12, 1962

Page III-136, fourth paragraph - EDM/AV Publications -

Beginning in 1962 (1962), the department published (three) manuals for ETV Massachusetts. Prior to this time, no publication activity was reported.

Page III-137, third paragraph - EDM/AV Centers -

The department is encouraging the development of local (and regional) EDM/AV service centers. It is encouraging (the) further development of a State center at the University of Maine and does not feel it should operate such a center. The department is encouraging the development of regional (several states) ETV producing centers. It encourages cooperation between regional ETV production centers.

I hope it will be possible for these changes to be made in the final draft.

Sincerely yours,

Philip A. Annas

PAA:P

Philip A. Annas
Executive Director
Division of Instruction

E-17

The Commonwealth of Massachusetts
Department of Education
Division of University Extension
200 Newbury Street, Boston 16

November 27, 1962

Dr. Francis W. Noel
[illegible] Project
[illegible] 37th Street
Los Angeles 7, California

Dear Francis:

I was delighted to receive the working draft of Practices of the State Department of Education in New Education Media. I was astounded at the amount of work that has obviously gone into its preparation. May I personally congratulate you and the members of your staff for this very real contribution to the National Audio-Visual Picture.

Yesterday, I had an opportunity to meet with Mr. Young, the Deputy Commissioner, and I went over the contents of the Massachusetts section with him and Doctor [illegible], the Director of University Extension. As a result of this conference, there were only two minor changes that we could recommend:

1 Under Methods of Handling (Paragraph 2)
The final words should read "The activities of the Coordinator of Audio-Visual Services are part of the Department's Administrative Unit under the Division of University Extension". In paragraph 2, the words "through the use of all media including NEM-AV" should be deleted. We feel that this gives the impression that the Division of Elementary and Secondary Education has the responsibility of promoting the Audio-Visual program in the local school systems. This, of course, is not true. This responsibility lies in the office of Audio-Visual Services.

2 Qualifications for NEM-AV Personnel
We feel that this might give the wrong impression. It is true that supervisory personnel in Elementary and Secondary Education do not require basic qualifications in Audio Visual; but just the reverse is true in the office of Audio-Visual Services. Where we require a Masters Degree with some background of teaching experience in Audio-Visual in both of the top positions and even with the third professional position, a similar background is preferred.

F 20

- Page Two (2) -

We would appreciate if these minor changes could be included in the final publication.

May I take this opportunity to again express my appreciation of a job well done and to wish you and Mrs. Noel a joyous Christmas and all good things in the New Year.

Sincerely yours,

Kelsey B. Sweatt, Coordinator
Office of Audio-Visual Services
Division of University Extension
State Department of Education

KBS:aaw

E-21

STATE OF MICHIGAN
OFFICE OF THE SUPERINTENDENT
OF PUBLIC INSTRUCTION
LANSING

LYNN M. BARTLETT
SUPERINTENDENT

November 27, 1962

Dr. Francis Noel
States Audio-Visual Education
  Study
926 West 37th Street
Los Angeles, California

Dear Dr. Noel:

This is to acknowledge receipt of a copy of the working draft of the SAVES Project. Both Dr. Crawford, our principal respondent, and I have reviewed the working draft and believe that it reports accurately the situation for Michigan. Please consider this acknowledgement, then, as our approval for you to use the material included in the working draft for your final report.

Sincerely yours,

[illegible]
Deputy Superintendent

JHR:fc

E-22

STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
CENTENNIAL OFFICE BUILDING
ST. PAUL 1, MINNESOTA

December 18, 1962

RECEIVED
DEC [illegible] 1962
SAVES Project

Mr. Francis W. Noel
Director and Principal Investigator
States Audio Visual Education Study
[illegible] West 37th Street
Los Angeles 7, California

Dear Mr. Noel:

Transmitted herewith are our suggestions for modifications to "Practices of State Departments of Education in New Educational Media/Audio-Visual Education During 1960-61".

Sincerely,

Erling O. Johnson

ERLING O. JOHNSON
Commissioner of Education

Enc.
EOJ:CF

E-23

December 17, 1962

Suggested Modifications to:

Practices of State Departments of Education
in
New Educational Media/Audiovisual Education
During 1960-61

Page xii: We would suggest that Mr. Bright's name be listed for Minnesota in addition to the two that are now listed:

MINNESOTA

Erling O. Johnson, Commissioner of Education
Farley D. Bright, Ass't. Commissioner, NDEA Coordinator
Arnold E. Imse, Supervisor, Audio-Visual Education

Page III-185

MINNESOTA — STATE DEPARTMENT OF EDUCATION

NEM/AV ORGANIZATION
Personnel

Responsibility for NEM/AV Activities

An Audio-Visual Unit operating within the Section of Elementary and Secondary Education and Junior Colleges of the Division of Instruction is responsible for NEM/AV matters in the department.

Methods of Handling NEM/AV Activities

The Audio-Visual Education Supervisor bears prime responsibility for the operation of the Audio-Visual Center as well as for NEM/AV service in the state. In addition to the Supervisor, a recording technician and a secretary support the center operation. The professional staff of the State Department of Education use the materials and equipment of the Center in the execution of their duties and responsibilities in conferences and workshops. Five subject area consultants, four elementary school supervisors, four adult civil-defense instructor-trainers and many other members of the Department staff, including vocational education, school district reorganization, business education, guidance and vocational rehabilitation.

Time Spent on NEM/AV Activities

The Supervisor spends full-time in NEM/AV services to the schools of the state and the department. The Center's technical-clerical staff consists of two additional fulltime persons. The amount of time devoted by other staff members to the use of the material and equipment at their conferences varies to a considerable degree, depending on the area under discussion. Some members use the equpment to a greater extent than others.

Page III-186

REGULATORY FUNCTIONS
Accreditation of Schools

General Method for Accreditation

The State Board of Education classifies all schools annually. Classification is based on the recommendations submitted to the Commissioner of Education by the staff of the Elementary and Secondary Education Section. A school, to qualify for a specific classification, must meet the minimum legal requirements as well as the minimum standards established by the State Board. A district, to quality for foundation aid, must be classified.

NEM/AV Standards in Accreditation

The State Board of Education has adopted standards regarding the certification of Audio-Visual Directors and coordinators. A director or coordinator shall be either a teacher or have had experience as a teacher. A statement of recommended Audio-Visual competencies is required for this teaching credential. Specific references are made to recommended minimums for NEM/AV equipment and materials.

School Plant Standards

The department has a set of standards for all school buildings. These minimum standards are tied to accreditation and classification procedures. Standards contain no specific reference to NEM/AV use beyond conventional requirements. Suggested standards include many specific recommendations including light control, screens, NEM/AV space requirements, electrical requirements, and acoustical treatment.

Page III-187

LEADERSHIP SERVICES
Consultation

Services are provided on a statewide basis to individual schools in the form of consultation related to NEM/AV problems and for the purposes of in-service workshops. The Center's facilities were also utilized by the Audio-Visual Supervisor for department staff NEM/AV in-service sessions and for film and tape previews and demonstrations by other groups. An estimated average of 130 major NEM/AV services (four hours each) are provided each year by the Audio-Visual Supervisor. Requests for the services come primarily through department staff visits to local districts; mail and phone inquiries constitute the next most common source.

Page III-188

Workshops, Conferences, and Meetings

During 1960-61, the department sponsored or co-sponsored 64 conferences and workshops dealing with NEM/AV matters. These ranged from one-hour presentations to three-day meetings covering an audience of 6,411 persons in all levels of professional education as well as lay groups, legislators, and school boards. An estimated 300 conferences and workshops were sponsored by all sections of the department during 1960-61.

E-25

State of Mississippi
DEPARTMENT OF EDUCATION
J. M. TUBB, SUPERINTENDENT

W. D. R. STOVALL, SUPERVISOR
AUDIO-VISUAL EDUCATION

DIVISION OF INSTRUCTION
S. A. BRASFIELD, DIRECTOR
JACKSON, MISSISSIPPI

December 7, 1962

Dr. Francis W. Noel
Project Director
SAVES Project
University of Southern California
Los Angeles 7, California

Dear Dr. Noel:

Your working draft of the project arrived several days ago and I have taken the opportunity to look through it and upon examining it I do not have any suggestions to make.

It should prove to be of value as a ready reference and a source of information that will be helpful in making comparisons.

Yours sincerely,

W. D. R. Stovall

W. D. R. Stovall, Supervisor
Audio-Visual Education

WDRS:MLF

HUBERT WHEELER
COMMISSIONER

TITLE III, NDEA
P. O. BOX 480

STATE DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS

JEFFERSON BUILDING
JEFFERSON CITY, MISSOURI

E-26

IVED
1962
SAVES Project

December 19, 1962

Mr. Francis W. Noel
SAVES Project
States Audiovisual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Mr. Noel:

I have reviewed the Missouri section of the SAVES report and find it to be complete. I found the entire project to be very interesting and I think of great value.

Sincerely yours,

Richard G. Nibeck

Richard G. Nibeck
Audiovisual Consultant
Title III, NDEA

RGN:cgl

cc: Mr. Carleton B. Fulbright
Director of Title III, NDEA

E-27

RECEIVED

DEC [illegible] 1962

SAVES Project

State of New Jersey
DEPARTMENT OF EDUCATION

OFFICE OF THE
A. V. COORDINATOR

JERSEY AND LALOR STREETS
TRENTON

December 20th, 1962

Dr. Francis Noel, Director
SAVES PROJECT
924 West 37th Street
Los Angeles, California

Dear Francis:

Regarding the working draft on your SAVES Project, there is one very slight change that we would like you to make. On Page III-246, last paragraph, the first sentence should read as follows: "It is the opinion of the Department that during the past twelve (12) years......." I have substituted the #12 in place of the #15 which appears in the draft because our County Center program did not begin until 1950.

I sent your draft to our Deputy Commissioner of Education for his approval. It just arrived this morning with his o.k.

Have a nice holiday and I hope to see you in Denver.

Very sincerely,

Bill

William H. King, COORDINATOR
AUDIO-VISUAL EDUCATION

WHK:LDS

Department of Education
STATE OF NEW MEXICO
Santa Fe

TOM WILEY
Superintendent of Public Instruction

LAMOINE LANGSTON
Chief, Administrative Services
GEORGE P. WHITE
Chief, Instructional Services
JOE LAWLER
Coordinator, Information Services

EI D E-28

DEC 17 1962

SAVES Project

December 13, 1962

Mr. Francis W. Noel
Director and Principal Investigator
States Audio Visual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Mr. Noel:

I have checked our Working Draft of the SAVES Project and I find only one error on page Xiii. My name is misspelled and I sign my name Ellen Hrtnett Digneo.

Sincerely yours,

ELLEN HARTNETT DIGNEO
Director, Teacher Education

EHD:jm

E-29

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY 1

LORNE H. WOOLLATT
ASSOCIATE COMMISSIONER FOR
RESEARCH AND SPECIAL STUDIES

DIVISION OF RESEARCH
EDMUND H. CRANE, DIRECTOR
AREA CODE 518
GR 4-5970

December 6, 1962

Dr. Francis W. Noel
Director and Principal Investigator
States Audiovisual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Dr. Noel:

Dr. Woollatt asked me to review the sections of Practices of State Departments of Education in New Educational Media/Audiovisual Education During 1960-61 that refer to New York State and to write you of any changes we think need to be made.

On page xiii, we think the name of Hugh M. Flick, Associate Commissioner for Cultural Education and Special Services, should be included. NEM/AV activities in the Department are under his jurisdiction. Note also that Dr Woollatt's name is misspelled.

The data on page 256 relating to New York State appears to have been drawn from different sources and relates to different years, sometimes 1959-60 and sometimes 1960-61, without notice of the difference being mentioned in all cases. We suggest the following items be changed so that all data will be 1960-61 unless otherwise noted:

THE STATE	
Per Capita Personal Income	$2,789
PUPILS AND TEACHERS	
Elementary Pupils	1,623,000
Secondary Pupils	1,146,000
All Teachers	126,972
Teachers with Standard Credentials	121,295
Average Teacher Salary	$6,400
Per-Pupil Expenditure	$522
RELATED STATISTICS	
SDE Professional Staff Members	408
Federal Funds for State Services Under Title III, NDEA 1959-60	$167,700

On page 258, under NEM/AV Finance in the Department, an item of $320,000 is noted for salaries of the staff. Taken in connection with the number of staff listed on page 257, this would seem to inflate salaries generally and, in fact, the $320,000 covered also the salaries of employees in State-operated television stations. This should be noted.

E-30

On page 259, in the paragraph General NEM/AV Standards: The State does have specifications for the purchase of television sets. When reimbursement under Title III, NDEA, is requested by local school districts, the State adheres to the standards established by the Federal Government.

Page 259, paragraph Consultation: It may not be important but the staff indicates that they believe the rank order of frequency of requests should be changed to the following: (1) by mail and phone inquiry, (2) visits to school systems, (3) informal contacts at meetings, (4) visits to the Department.

On page 260, the inventory of equipment and materials seems substantially correct for the Division of Educational Communications. It does not include overhead projectors in the Division of Research, more than 100 radios owned by the Bureau of Handicapped Children. If the wording of this paragraph were changed to indicate that the equipment listed was owned by the Division of Educational Communications it would be more nearly correct.

On the same page, in the paragraph under Production of Materials, again what is noted is that done by the Division of Educational Communications, not the Department as a whole.

Page 260, NEM/AV Publications: In the list included here are two publications, Commissioner's 1961 Catalog of Educational Change and Organizing New York State for Educational Change, that are only incidentally related to NEM/AV activities. There should be added to this list another title--Developing an Electronic Language Classroom.

On page 261, Department Publication Budget: The Department budget figure for publication in 1960-61 was $350,000. Other funds were made available by reallocation during the year.

On page 261, in the paragraph Current NEM/AV Research: Again, the Brickell report is only incidentally related to NEM/AV activities and probably should not be included in this list.

On page 261, the paragraph Other Research Services Available should read "Associate Commissioner in Charge of."

Page 262, paragraph Professional Organizations: This list should include the New York State Educational Radio and Television Association. Somewhere under this latter section also I think some mention should be made of the television councils in New York State. These councils are voluntary organizations consisting of representatives of local civic and educational organizations. From funds provided by special legislation for this purpose, the Education Department contracts with them for the preparation, telecasting and recording of programs that can be used anywhere in the State. In 1960-61, there were four such councils: Western New York Educational Television Council, St. Lawrence Educational Television Council, Mohawk-Hudson Educational Television Council and Rochester Area Educational Television Council. Since then a new one has been created, the Southern Tier Educational Television Council.

E-31

Your entire report seems an excellent one and we believe it will have wide use.

If we can do anything further to help you, please let us know.

Yours truly

E. H. Crane

Edmund H. Crane

EHC/BCF

E-32

DEPARTMENT OF PUBLIC INSTRUCTION
STATE OF
NORTH CAROLINA
RALEIGH

December 17, 1962

Dr. Francis W. Noel
SAVES Project
University of Southern California
Los Angeles 7, California

Dear Dr. Noel:

Thank you for all your efforts in collecting the information concerning the Practices of State Departments of Education in New Educational Media / Audio-visual Education During 1960-1961.

My associate and I have read the portions concerning our state and believe them to be correct.

Best wishes to you and your staff for a happy holiday season.

Sincerely,

Paul S. Flynn

Paul S. Flynn, Supervisor
Audiovisual Education

PSF/ep

G-38

STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
15

E. E. HOLT
SUPERINTENDENT OF
PUBLIC INSTRUCTION

DIVISION OF
AUDIO-VISUAL EDUCATION

360 NORTH FRONT STREET

CLYDE K. MILLER
DIRECTOR

December 7, 1962

Dr. Francis W. Noel, Director
Saves Project
924 West 37th Street
Los Angeles 7, California

Dear Francis:

I have examined the working draft you mailed me of "Practices Under State Department of Education in New Educational Media / Audio Visual Education During 1960-61". I scanned the materials from other states, but studied the material regarding Ohio and I think you did an excellent job in reporting our situation. This will be a reference manual that I think will help all of us in comparing what we are doing with what other states are doing in their programs. I think, too, that it will give us all ideas for improving our programs since we now can become aware of the fine things that are happening in other states.

You and your staff are certainly to be congratulated on a job very well done.

Kindest personal regards,

Clyde

Dr. Clyde K. Miller, Director
Division of Audio-Visual Education
State of Ohio Department of Education

CKM:BC

E-34

State Department of Education
OLIVER HODGE, SUPERINTENDENT
E. H. McDONALD, ASST. SUPERINTENDENT
Oklahoma City, Oklahoma

December 7, 1962

AIRMAIL

Dr. Francis W. Noel, Director
SAVES Project
University of Southern California
Los Angles 7, California

Dear Francis:

This will acknowledge receipt of the Work Draft on the SAVES Project.

Upon superficial inspection of this material, it appears to be comprehensive, complete, in accordance with the criteria which was set up for conducting the study and generally well done. You and your staff are to be complimented for the manner by which the work was completed.

Specifically, the information relating to Oklahoma appears to be the way we reported it and according to the format that was previously approved.

In my opinion, results of this project will prove quite useful in assessing the status of activities in new educational media and Audio Visual Education at the State level.

If we can be of further service to you on the final disposition of the report, please let us know.

Respectfully,

Earl

Earl Cross, Administrator
Defense Education

EC:ib

E-35

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
BOX 911, HARRISBURG

National Defense Education Act

December 8, 1962

Dr. Francis W. Noel, Director
States Audio-Visual Education Study
924 W. 37th Street
Los Angeles 7, California

Dear Francis:

Congratulations on your publication, Practices of State Departments of Education in New Educational Media and Audiovisual Education during 1960-1961. It is extremely comprehensive and will undoubtedly provide inspiration and material for a great deal of audiovisual research, to say nothing of stimulation to all state departments of education in the emulation of the best practices of each. The sections entitled Discussion of the Table are especially stimulating, especially when they arouse questions.

Now as to the Pennsylvania section: Generally you and your staff have done a spectacular job of condensing and pointing up essential statistics. There are a few places, however, where either you were not given full or correct information or someone has made an error. They are as follows:

P. III-305, Qualifications: In the case of all these positions, equivalents are permitted, e.g., doctorate in a subject area for one in education.

P. III-306, General Method for Accreditation: Add use of evaluation teams.

NEM/AV Standards in Accreditation: Specific requirements are in process of development, and will be used by evaluation teams from the Department.

P. III-308, top paragraph: The number of 16 mm. motion pictures available from the Bureau (i.e. Department) Film Library was 2,000 in 1960-1961, not 12,000.

NEM/AV Publications: This section should list A GUIDE TO THE USE OF PROGRAMMED INSTRUCTION and articles by staff members.

P. III-309, Television Policy Including Legal Base. The policies and plans adopted by the State Council of Education are based upon recommendations by the Department of Public Instruction, which has recourse to the assistance of the Pennsylvania State Advisory Committee on Educational Broadcasting.

E-36

Perhaps somewhere in the survey of our activities, you might want to mention that we have exhibits of language laboratories, teaching machines and programmed materials, bulletin board displays, and the like.

P. III-309, General NEM/AV Progress. The amount of money spent on audiovisual equipment is increasing rapidly as a result of the NDEA and the NDEA-sponsored field activities of our staff. However, after the initial spurt of spending with the establishment of our bureau in 1960-1, expenditures on the state department level have been restricted to the normal rate of expansion.

It has been a privilege to work with you in this study. Your work will be of great value, and I hope the U.S.O.E. will see fit to continue it for subsequent years.

Cordially yours,

Marc

Marcus Konick, Director
Bureau of Instructional
Materials and Services

E-37

CLASS OF SERVICE
This is a fast message unless its deferred character is indicated by the proper symbol.

WESTERN UNION
TELEGRAM

W. P. MARSHALL, PRESIDENT

SF-1201 (4-60)

SYMBOLS
DL = Day Letter
NL = Night Letter
LT = International Letter Telegram

The filing time shown in the date line on domestic telegrams is LOCAL TIME at point of origin. Time of receipt is LOCAL TIME at point of destination

1103P PST DEC 17 62 LB596 BA001
B-PVA069 NL PD-PROVIDENCE RI 17
DR FRANCIS W NOEL
STATE AUDIO VISUAL EDUCATION STUDY 924 WEST 37 ST LOSA
DEAR FRANCIS I HAVE REVIEWED THE WORKING DRAFT OF THE SAVES
PROJECT AND IN PARTICULAR THE RHODE ISLAND REPORT AND FIND
IT SATISFACTORY BEST WISHES FOR A HAPPY HOLIDAY SEASON
ROBERT P DANILOWICZ.

E-38

III-320

STATE OF SOUTH CAROLINA

STATISTICAL INFORMATION INFLUENCING PRACTICES AND ACTIVITIES OF THE STATE DEPARTMENT OF EDUCATION

THE STATE . . . .

		State Rank
1. Geographic Area (in square miles)	31,055	40
2. Total Population	2,382,594	26
3. Population Change 1950-60	+12.5	32
4. Percentage of Urbanization 1960	41.2	43
5. Cities over 25,000 (6)	335,893	
6. Per Capita Personal Income	$1,332	48

PUPILS AND TEACHERS . . . .

		State Rank
7. Elementary Pupils	379,470	23

III-320

12. Pupil-Teacher Ratio

It should be noted that this figure is based on average daily attendance rather than enrollment. Also, we would like to see a footnote as to how "State Rank" is being used in this specific case. As it is, it gives the impression that South Carolina ranks 9th in low pupil-teacher ratio instead of 41. A clarifying note would be helpful.

done

Percentage of School Revenue by Source

15. Federal Government	6.3	13
16. State Government	71.8	2
17. Local Government	24.3	47
18. SDE Professional Staff Members	57	
19. Federal Funds for State Services Under Title III, NDEA 1959-60	$65,095	
20. NDEA Research and Utilization Funds (NDEA) 1959-60	0	

6-39

SOUTH CAROLINA -- STATE DEPARTMENT OF EDUCATION

NEM/AV ORGANIZATION

Personnel

Responsibility for NEM/AV Activities

Prime responsibility for NEM/AV services resides in the Supervisor of Audio-Visual Education in the Division of Instruction. The NEM/AV services are coordinated with the services of the entire instructional staff and certification division. Four supervisors are especially concerned with NEM/AV services: Library, Modern Foreign Languages, Mathematics, Science, and Coordinator of Title III. Elementary and secondary supervisors give NEM/AV advice and assistance in the course of their regular duties.

Methods of Handling NEM/AV Activities

The Division of Instruction staff serves the State's 108 districts as a whole in providing services to schools. Preparation of bibliographies, curriculum materials, participation in meetings, and assistance to schools in developing NEM/AV programs are some of the NEM/AV activities in which local schools and the department cooperate to improve instruction.

Time Spent on NEM/AV Activities

The Supervisor of Audio-Visual Education spends fulltime on his responsibilities and is assisted by a stenographer who spends seventy per cent of her time on NEM/AV assignments. The five other staff personnel mentioned in the first section above spend ten per cent or more of their time on new educational media. No estimate was obtained on the amount of time spent by other department personnel.

Qualifications for NEM/AV Personnel

There are no specific qualifications related to NEM/AV training or experience for department personnel with responsibility in these activities. General requirements for the NEM/AV position call for a master's degree and teaching and supervision experience.

NEM/AV Finance in the Department

Funds for NEM/AV services are not separately identifiable items in the department budget. Estimated operational costs for the 1961 fiscal year were $16,000.

REGULATORY FUNCTIONS

Accreditation of Schools

General Method for Accreditation

Accreditation standards, developed by the State, are required for all schools wishing to operate as accredited systems. Beyond the required minimums, recommended standards are established as desirable educational goals. Procedures for accreditation are based on programs of self-evaluation, formal reports to the department, and visits by State supervisory personnel.

NEM/AV Standards in Accreditation

In elementary schools, minimum NEM/AV requirements for materials, equipment, personnel skills, and physical facilities are not specified. Recommended goals for facilities specify provisions for Storage and servicing areas for NEM/AV materials and equipment; for facilities to promote the display and wide use of audiovisual aids; for classroom projection, radio and TV reception, suitable electrical connections, mechanical methods of ventilation, and light-control measures. In addition to the foregoing provisions, recommended for multi-purpose rooms are a public address system, a projection island, a suitable screen, and acoustical treatment. For secondary schools, accreditation standards recommend that school libraries make NEM/AV materials available to meet instructional needs, and that a minimum of $3 per pupil be expended for all types of instructional materials exclusive of printed materials for libraries.

School Plant Standards

School plant standards include both minimum and recommended goals published in the accreditation standards for elementary schools. Other than the general recommendations reported in the section above, no other school building standards pertain to classroom uses of NEM/AV. It is the opinion of the department that more standards or regulations related to building facilities for NEM/AV are needed at the secondary level. Staff members of the School Planning Section consult with the Supervisors on NEM/AV facilities.

NEM/AV Equipment Standards

General NEM/AV Standards

The department does not publish standards as such related to NEM/AV [illegible]NGES ON THIS PAGE - TYPED IN

E-91

equipment for school purchase, but has developed criteria for purchase of NEM/AV materials in addition to Federal requirements related to NDEA purchases.

Certification Related to NEM/AV

Classroom Teachers

While certification standards do not require courses in training or experience, the standards do refer specifically to electives in materials of instruction.

Administrators and Supervisors

While certification standards do not require courses in training or experience, the standards do refer specifically to electives in materials of instruction.

NEM/AV Personnel

There is no special certification for school personnel with prime responsibilities in NEM/AV activities. The State department is working toward an instructional media supervisor's certificate but believes this should follow: (1) development of a strong corps of local NEM/AV coordinators; and (2) development of improved NEM/AV offerings within the teacher education institutions.

School Librarians and AV Building Coordinators

The materials courses for school librarians are interpreted by certification to include NEM/AV and are thus described: "Materials - courses in this area cover the content, selection, use and, where appropriate, the production of materials. The materials covered by these courses include books, magazines, tapes, slides, transparencies, maps, globes, charts, flat pictures, films, TV programs. An understanding of equipment needed in use of materials should be included." The above description of materials courses required for librarians' certification reflects the "instructional materials center" idea fostered by the State Department of Education.

NEM/AV School Finance

State Aid Funds

Except for NDEA funds, the department does not distribute funds specifically earmarked for NEM/AV programs. During 1960-61, the department did not distribute any general purpose funds which could be used by local districts for the acquisition of NEM/AV materials and equipment. At the time of the study, the department was in the process of developing and recommending a Minimum Foundation Plan.

LEADERSHIP SERVICES

Consultation

The Annual School Reports from principals carry requests from

E-42

During 1961, no publications were issued dealing entirely with NEM/AV matters. The department issued four publications dealing in part with NEM/AV activities.

Department Publication Budget

The budget for all department publications was not identifiable; the Division of Instruction expended $23,000 for publications in 1961.

Research

Current NEM/AV Research

Statistics related to NEM/AV were collected by the department from the Elementary and Secondary School Reports during 1961. These deal with quantities of equipment, numbers of audiovisual centers in libraries, numbers of building coordinators, and the amount spent per pupil for instructional materials and equipment.

Other Research Services Available

Upon request, institutions of higher education cooperate with the department in research related to NEM/AV. At the time of the study, two such research studies were being conducted.

Television

Policy Including Legal Base

The State's Educational Television Commission is a corporate body, independent of the State Department of Education; it is supported by legislative appropriations. The Commission operates a statewide closed-circuit system and produces high school courses. The department, by policy, cooperates with the Commission, and encourages the utilization of programs.

Department Television Activity

The department participates in planning and advising on in-school programs as a member on the Advisory Council to the Commission. The department also consults with local personnel on instructional methods and problems related to the use of educational television programs.

GENERAL POLICIES AND COMMENTS

NEM/AV Centers

The department encourages the development of local and regional materials distribution centers and local production facilities for materials for local use. The department also favors a central State distribution center and in its 1960-61 Annual Report recommended to the legislature that the State establish a free film library to distribute audiovisual aids to school districts.

Professional Organizations

The department would encourage and support a strong professional organization if one existed--possibly one that includes both NEM/AV personnel and librarians.

General NEM/AV Progress

It is the general opinion that in the past fifteen years there has been a steady, slow growth in these areas of NEM/AV activities: (1) establishment of NEM/AV materials distribution centers; and (2) growth of local graphic materials production centers; ~~and~~ (3) number of school personnel with fulltime NEM/AV responsibilities; and (4) the growth and development of the school library as a center for instructional materials. A rapid increase is evidenced in the number of part-time school employees with NEM/AV duties and the amount of money spent on the acquisition of NEM/AV materials and equipment for local schools.

E-44

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
142 CORDELL HULL BUILDING
NASHVILLE, 3

December 3, 1962

RECEIVED
DEC 1962
SAVES Project

Dr. Francis W. Noel
Director and Principal Investigator
States Audio Visual Education Project
924 West 37th Street
Los Angeles 7, California

Dear Dr. Noel:

Thank you so much for the copy of PRACTICES OF STATE DEPARTMENTS OF EDUCATION IN NEW EDUCATIONAL MEDIA/AUDIOVISUAL EDUCATION, 1960-61. I have read this publication with much interest.

This is one of the best pieces of research that I have encountered from the standpoint of information contained, simplicity of reporting data, and its assistance for planning future expansion of the NEM/AV program for Tennessee.

It is most helpful to know what other states are doing in the NEM/AV area.

Sincerely yours,

Chester Hill
Chester Hill
Supervisor of Instruction
(Audio-Visual)

P.S. Give my regards to Dr. Robinson. I enjoyed his visit with us immensely.

E-45

TEXAS EDUCATION AGENCY

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

AUSTIN, TEXAS

Telephone
GReenwood 6-9181

November 30, 1962

Dr. Francis Noel, Director
SAVES Project
924 West 37th Street
Los Angeles 7, California

Dear Dr. Noel:

Thank you for the copy of the SAVES Project. We were quite impressed. Within the next few days I hope to have the opportunity of studying this project more closely and see if there are any comments to be made.

You are to be commended on a tremendous job well done.

Sincerely,

W. T. Kinniell

William T. Kinniell, Director
Division of Instructional Media

WTK:ep

E-46

DIVISION OF INSTRUCTION

STATE OF VERMONT
DEPARTMENT OF EDUCATION
MONTPELIER

December 13, 1962

Dr. Francis W. Noel
States Audio Visual Education Study
SAVES Project
924 West 37th Street
Los Angeles 7, California

Dear Dr. Noel:

I am sorry not to have replied to your letter on the SAVES Project at an earlier date. I had hoped to have an opportunity to discuss the preliminary report with Commissioner of Education, Dr. A. John Holden, Jr. However, either he or I have been away from the office almost continuously since this copy was received.

I have read the reporton Vermont carefully and find that to the best of my knowledge it is absolutely correct as stated. I firmly believe this report will be most helpful in future planning in the field of the New Educational Media.

Most sincerely yours

Max W. Barrows

Deputy Commissioner of Education

MB/mb

E-47

COMMONWEALTH OF VIRGINIA

STATE BOARD OF EDUCATION
RICHMOND, 16

December 7, 1962

"COURTESY MAKES DRIVING SAFER"

Dr. Francis W. Noel, Director
State Audio Visual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Francis:

I am in receipt of a copy of the Working Draft of the SAVES Project. I have examined it and have been most interested not ohly the Virginia Report but many of the other reports. I certainly think the charts are very revealing and very fascinating and I am looking forward to the opportunity of really studying these particular charts.

The compiling of this information certainly was an enormous task for you and your staff and I certainly want to congratulate you for the fine report.

There is a section in the Virginia Report which I think needs clarifying. The Division of Publication and Teaching Materials is composed of three administrative units or services, including the Bureau of Teaching Materials, School Libraries and Textbook Service and Film Production Service. Under the NEM/AV Finance in the Department should read as of the following: The budget of the Bureau of Teaching Materials is a part of the budget covering the Bureau of Teaching Materials and the School Libraries and Textbook Service. The Film Production Service has its own budget, the budgets of the Bureau of Teaching Materials and the Film Production Service include $72,940 salaries, $6,100 travel, $4,250 publications, $52,150 materials for circulation, $23,835 for other expenses for a total of $159,265.

I hope these minor changes can me made in this report.

Sincerely,

Selden

Selden H. Watkins, Supervisor
Bureau of Teaching Materials

SHW:sc

E-48

STATE OF WASHINGTON

Superintendent of Public Instruction

Olympia

LOUIS BRUNO
E SUPERINTENDENT

RECEIVED
DEC 17 1962
SAVES Project

December 14, 1962

VIA AIR MAIL

Mr. Francis W. Noel
Director and Principal Investigator
SAVES Project
924 West 37th Street
Los Angeles 7, California

Dear Mr. Noel:

Yesterday, December 13, I received the Working Draft of the SAVES Project. It had been sent to me at the NEA office in Washington, D.C. as the Executive Secretary of the American Association of School Librarians. I have not been in that position for more than a year and I worked in the ALA Chicago office during my four year term. Since I am no longer in that position, and since I have done very little in a consultant capacity with the Project, I would suggest that my name be deleted from the list of members of the Advisory Committee. This is due in part because of your deadline, December 14, and there is not time to make even a superficial study of this massive material in order to meet your deadline even approximately.

This is a tremendous study and an interesting one, and it seems to me that it will make a contribution in the field. I hope it is not too late however to make corrections in the section on the State of Washington. In particular I would like to have you change the section on "School Librarians" in Section III-379 which should read as follows:

> School Librarians
>
> At the secondary level a standard teaching certificate and a minimum of eighteen quarter hours of library science are required for librarians serving schools of less than 400 and a library science degree or equivalent for schools of more than 400. In the recommended library standards approved by the State Board of Education in 1960 it was stated that A-V state requirements are to be met if the librarian is responsible for A-V. At present there is no state A-V requirement. No credential except a classroom teaching certificate is required at the elementary level.

E-49

Mr. Francis W. Noel
Page Two
December 14, 1962

The next sentence, beginning with "The Washington DAVI ... for some time" should be transferred to the preceding page, 378, under the heading of Classroom Teachers. The remainder of that paragraph should be deleted because there is a secondary school librarian credential. In other words, the section under School Librarians should include only what is given in the boxed section above.

I have also consulted with our assistant superintendent in charge of finance and he advises me that on page 379 under the section on School Finance that there should be a paragraph about the Special Service Unit. This could be stated as follows:

> In addition to a district's constructive days of attendance, said district is provided with additional 3,000 days' attendance credit for an apportionment purpose for each "Special Service Unit" maintained, but not more than one unit shall be allowed for each 72,000 days of attendance credit. Library, audio-visual and educational television media are designated in the list of special services.

I would suggest that you add on page 379 under LEADERSHIP SERVICES - Consultation in next to the last line of the second paragraph following "Washington ASCD" and Washington SLA.

You probably know that Jim Hardie was appointed last August as Supervisor of Audio-visual Services in the Office of Superintendent of Public Instruction. I have passed the Washington State section on to him and if he has further corrections he will make them to you directly.

Sincerely,

Eleanor E. Ahlers
Supervisor of Library
Services

EEA/pc

cc: Mr. Hardie
Dr. Babcock

E-50

State of West Virginia
Department of Education
Charleston 5

REX M. SMITH
STATE SUPERINTENDENT
OF SCHOOLS

November 27, 1962
"Centennial '63"

Dr. Francis W. Noel
SAVES Project
States Audio Visual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Dr. Noel:

I received the copy of the working draft of the Saves Project Report. I reviewed the first chapters and the section on West Virginia and glanced over several of the other state reports. I feel that the study will give a very good accounting of the situation in which the various states find themselves with regard to the development and use of newer educational media and audio visual aids.

I found no discrepancies in the report for West Virginia. The factual information is accurate and I believe describes adequately well the situation for our State at this time. I realize that our position leaves much to be desired and I hope that funds will be available so that the Department can implement some of its plans in this area.

I see no reason why this report should not be finalized and given to the Office of Education as suggested in your letter. I feel that the immediate thing is to provide this information to the Federal Office so that it is available for the next session of Congress. I feel that the information provided and the relative situation of most states with regard to these instructional aids and media may be helpful in securing additional assistance from the Federal Government.

I appreciate the copy of the report and will make it available to other staff members for their information.

Sincerely yours,

John T. St. Clair

John T. St. Clair
Assistant State Superintendent
Division of Instruction and
Curriculum

JTS:rb

cc: Rex M. Smith

E-51

SAVES Project
UNIVERSITY OF SOUTHERN CALIFORNIA
Los Angeles 7, California

December 5, 1962

Dear Bob:

A monumental task!
Wisconcin OK as is.
Happy new year!
RCWheeler

I trust you have received the Working Draft of the SAVES Project and are in the process of reacting to it. To insure their inclusion in the Final Report that goes to the U.S. Office of Education in January, we hope to receive your written comments and suggestions for changes not later than Tuesday, December 18th.

Francis W. Noel

Francis W. Noel
Project Director

SUMMARY TABLE

RESPONSES BY SAVES OTHER RESPONDENTS

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SUMMARY TABLE

RESPONSES TO WORKING DRAFT BY SAVES OTHER RESPONDENTS

		Bailey	Brown	Burtis	Buswell	Campion	De Bernardis	Dowling	Eboch	Edling	Eyer	Kennan	Komoski	McDonell	Meierhenry	Morris	Nelston	Pomeroy	Reed	Stackhouse	Stevens	Stone
	Acknowledgment only						x							x						x	x	x
General Evaluation of Report	All Favorable	x	x	x	x							x				x	x	x	x			
	Mostly Favorable							x		x	x		x		x							
	Constructive Criticism				x				x													
Constructive Criticism	Content Correction				x				x						x							
	Editing Correction															x						
	Format Change				x			x			x											
	Size of Study				x																	
Value of Study	Accuracy of Study															x						
	Scope of Study			x		x							x			x	x		x			
	Application to Programs	x				x		x		x												
	Reference Document		x									x					x		x			
Uses of Study	Comparative Planning of SDE NEM/AV programs	x	x	x				x		x	x					x	x	x				
	Planning Programs Outside SDE	x	x	x						x		x				x		x				
Suggestions	Add Summaries									x												
	Condense for other publication	x	x					x								x						
	Must be published			x								x										

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SUMMARY TABLE
RESPONSES TO WORKING DRAFT BY SAVES OTHER RESPONDENTS (cont.)

		Tompkins	VanderMeer	White	Wilson
	Acknowledgment only				
General Evaluation of Report	All Favorable				x
	Mostly Favorable	x	x	x	
	Constructive Criticism				
Constructive Criticism	Content Correction		x		
	Editing Correction	x		x	
	Format Change				
	Size of Study				
Value of Study	Accuracy of Study				
	Scope of Study				
	Application to Programs				
	Reference Document			x	
Uses of Study	Comparative Planning of SDE NEM/AV Programs				x
	Planning Programs Outside SDE	x			x
Suggestions	Add Summaries				
	Condense for other Publication				
	Must be published	x			

RESPONSES OF SAVES OTHER RESPONDENTS, BY NAME

E-54

BAILEY FILMS, INC.

Producers and Distributors of Educational Motion Pictures

6509 DE LONGPRE AVENUE
HOLLYWOOD 28, CALIFORNIA

15 December 1962

Dr. Francis W. Noel
States Audiovisual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Francis:

Your voluminous but most welcome working draft of the SAVES project arrived just as I was leaving town so I was lucky enough to bring it with me to read (after seeing you in Oroville), but unlucky enough not to get a response to you by the December 14 deadline.

You and your people are certainly to be commended for doing a wonderful job. You've shown us how far we haven't come in the last 10 to 15 years. And perhaps, I hope, you're alerting us to the fact that we're gradually falling asleep. Or are we growing lazy? Or old?

The SAVES report presents a challenge to all who work in AV to really get out and promote. There is literally a crowd of people who need to be converted, and the report offers at least one guide as to where to begin: the state departments of education!

And then on to sell the local levels through school boards, superintendents, parents, and the general public (General Public — he's in charge of the purse strings!). Your report shows us the value and need of NEM/AV must be made more apparent. This is something that should go from the local level up, not the federal government down.

II-108 is a favorable note that we are making progress, but the importance of the report is the challenge it offers and the guideposts for action that it presents. I hope abridgements and summaries will appear in many publications.

Sincerely yours

Al Bailey

BAILEY FILMS, INC.

E-55

SAN JOSE STATE COLLEGE
SAN JOSE 14, CALIFORNIA

GRADUATE DIVISION

November 26, 1962

Dr. Francis W. Noel
Director, SAVES Project
924 West 37th Street
Los Angeles 7, California

Dear Francis:

The OPUS arrived in good shape! I'm certainly impressed with your efforts and, without having read it word for word, I can say you're not going to have to apologize to anyone or be ashamed of the efforts you all put in on the project. It impresses me as being something which will provide useful benchmark data for now---and more of the same for the future. If we expect progress to be made, this study will provide a basis for determining, at least insofar as state departments of education are concerned, whether any is being made in the years just ahead.

I can see numerous other applications of the findings of this study. The project Sid and Fred will be working on at Alameda State (having to do with competencies of professional personnel in this field) will certainly need to draw on these findings. There are many implications of your study for determining the kinds of position specifications which will need to be drawn---and these can be translated quite easily into curricular patterns for the proper education of individuals involved.

I would imagine, too, that the findings---particularly those relating to equipment and materials---will be read with great interest by producers and distributors around the country.

Are you planning to issue a condensed, simplified report of the study which gives the over-all picture? It seems to me you'd want "highlights" for A-V Instruction, a more detailed study for A-V Communications Review, and others. No doubt you're planning such things anyway.

I think the "Selected Bibliography" included in your report should also be reprinted in A-V Communication Review or A-V Instruction, or both. We should be adding these to our own library collection here at SJSC, and others ought to be doing the same thing.

The theoretical approach to new media activities in state departments of education is interesting. I don't "dig" it the way I ought to, but it's a start in the right direction, anyway. Something tells me the problem (over-all) is a good deal more complex than the drawing and captions indicate.

Thanks for sending me the report, Francis. These few remarks don't begin to do it justice, but perhaps they'll indicate a few off-the-cuff reactions

SAN JOSE STATE COLLEGE
SAN JOSE 14, CALIFORNIA

GRADUATE DIVISION

November 26, 1962

Dr. Francis W. Noel
Director, SAVES Project
924 West 37th Street
Los Angeles 7, California

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Thanks for sending me the report, Francis. These few remarks don't begin to do it justice, but perhaps they'll indicate a few afterthoughts

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which will be of some small help. You're probably about ready to draw a deep breath and say "That's that---and never again!" But aren't you glad you did it? Best to Betty and Paul.

Cordially,

Jim

James W. Brown
Graduate Dean

JWB:saa

RECEIVED
DEC 1962
SAVES Project

E-58

Hollywood Roosevelt Hotel

7000 HOLLYWOOD BOULEVARD
HOLLYWOOD 28, CALIFORNIA

December 15, 1962

SAVES Project Office
States AudioVisual Education Study
924 West 37th Street
Los Angeles 7, California

Attention: Dr. Francis W. Noel

Dear Dr. Noel:

Mr. Don White, Executive Vice President, National Audio-Visual Association,Inc., has asked me to comment on your working draft of the SAVES Project Report. Don sent the report to me on November 29, but this found me on a business trip. Therefore, I have received the report only yesterday, here in Los Angeles where it finally caught up with me. This means, of course, that I have had inadequate time to give the report the study that I feel it deserves. However, I have read it and would like to offer the following comments.

Let me say first that I am most impressed by the scope and completeness of your study. As a manufacturer of AudioVisual products, a report of this detail on the activities of our educational systems' AudioVisual programs is invaluable for planning and marketing purposes. Although I realize that such application was not the intent of your project, it will most certainly serve an important purpose in this regard.

I am further impressed by the organization of your report. The information, covering as it does both specifics and some of the more general "attitudes" certainly is most comprehensive.

Speaking from the point of view of a supplier of products primarily related to educational materials preparation with emphasis on overhead projection, the following points seem specifically pertinent:

(A) The fact that you have included overhead projection as an entity in New Educational Media, and have received considerable information from the States to support this recognition, bears out the idea that overhead projection is a truly important educational medium. The information that you provide on the availability of overhead projectors will be invaluable in evaluating this mediums'

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total potential in education. It is evident, also that this medium is in its very early stages of adequate availability in our Nations schools.

(B) The material that you have compiled on the local production of overhead transparancies and the distribution of these through State departments, further substantiates the idea that materials of this type are best produced at the "user" level where they may be tailored specifically to meet local requirements. Here again, your report indicates the very positive growth potential for the local preparation of visual materials.

(C) Your statistics regarding local production centers also are of specific interest. Even though the facts show that such facilities are very few at this time, the attitude of State Departments of Education toward encouraging the development of such facilities is most encouraging.

From a general point of view, your report certainly emphasizes the need for more and more acceptance and recognition of the vitally important part that AudioVisual must play in today's and tomorrow's educational systems. I can think of no better way, than your study, to forcibly point up the fact that the vast divirgencies between States as to the relative importance and position of their AudioVisual programs. This condition must, in the years ahead, be amended. A "head in the sand" attitude that the AudioVisual movement is gaining its proper recognition at a "normal" rate, is no longer possible. Your report, forcibly pointing out the "screaming" dascrepancies between State A.V. programs will support the badly needed aggressive,programmed, cohesive effort by A.V. people to achieve justified recognition and position. You are certainly performing a great service to the profession, and to education in general.

One point I feel, as a supplier, might be made with regard to your reports content. The emphasis you have placed on State Administered Work Shops and Teacher Training Programs, calls my attention to the fact that you have not indicated any of the close associated efforts that are continuously being made by AudioVisual product manufacturers to educate educators on the use of AudioVisual instructional techniques. This is by no means a criticism, but I do feel that a report of this type might reflect some of the work that is being done every day by the industry's suppliers to promote adequate and accurate understanding of the use of AudioVisual materials and equipment in education. An analysis of the new technologies becoming increasingly important in today's educational media, certainly indicates that without the skilled assistance of the AudioVisual manufacturer and his distribution elements, the educator would find himself completely bogged down in a technological morass. We need only to look at the areas of television, language laboratories and teaching machines, among others, to readily see this. I believe that, notwithstanding the economics involved, the forward development of the AudioVisual education movement in the United States is totally dependant on the success of a cooperative, considered effort by the AudioVisual educator/supplier team.

One last small point. A report of this magnitude and importance, once published will certainly be used on a daily basis in discussions and presentations relative to the subject matter concerned. The charts for example are invaluable statistical break-outs that will serve innumerable purposes. As a specialist in overhead projection, I would therefore like to see their design such that they could be easily reproduced as overhead transparencies, and projected with maximum visibility. I realize that the detail they include may make this somewhat difficult. However, through the use of carefully selected type faces and perhaps, in some instances, the splitting in two of some of the more complex tables, would assure that a direct reproduction would result in a transparency legible enough to be effectively employed on the overhead projector before large groups. Small point, but wherever possible I feel we should try to educate ourselves and all people involved in AudioVisual, to anticipate that any graphic material developed may ostensibly eventually find itself in projectible form, and should plan accordingly.

I want to express to you and to your Committee my most sincere admiration and congratulations for the outstanding work that you have performed on the SAVES project. It truly is a contribution of tremendous proportions. I am delighted, and honored, to have had the opportunity to read and evaluate this report, and for this I extend my sincere appreciation to you and to Mr. White. If I, or my company, can in any way assist or support you in this important effort, we would be honored to do so.

Personal regards.

Sincerely,

EFB-dr

Eric F. Burtis, Manager
Audiovisual Marketing

Audiovisual Division
Keuffel & Esser Company
Hoboken, New Jersey

cc - Mr. Don White
National Audio-Visual
Association, Inc.

E-61

UNIVERSITY OF CALIFORNIA

SCHOOL OF EDUCATION
BERKELEY 4, CALIFORNIA

December 14, 1962

RECEIVED

SAVES Project

Dr. Francis W. Noel
924 West 37th Street
Los Angeles 7, California

Dear Dr. Noel:

Your letter of November 15, together with the copy of your report, was forwarded to me from Washington and reached me only a week ago. I resigned from AERA last April and am now at my old address at Berkeley.

Let me compliment you on gathering and organizing such a large body of facts. I am sure that they will be of value to many staff members in state departments of education. I have, however, tried to read it in terms of its impact on the use of newer educational media as they affect learning in the schools rather than in terms of its usefullness to NEM/AV personnel.

I think the general professional reader, as contrasted to the educational media specialist, will be most interested to find how effective state departments have been in using the newer media in improving school practices. Particularly, I was looking for significant practices of state departments that could provide leadership and direction in this field. The failure to find such may be due (a) to the very great mass of facts that may obscure those most significant, (b) to the lack of evaluative and interpretative material especially at the ends of the sections of Chapter II, and (c) possibly due to an absence of such outstanding activities.

I do not know just what kind of published report you contemplate, but I would make these suggestions: First, I would reduce the volume of material to an amount that might result in wide reading. This might be accomplished by treating the 405 pages of chapter III as appendix material since the meat of these pages is summarized in chapter II. Second, I would hope that either in chapterII, or in a final chapter, there would be a thoughtful interpretation of what all the activities, materials, and expenditures of state departmets really contribute to the teaching and learning activities of the schools. From the interviews of your staff, I should think there would be a better basis for interpretation than the reader will be able to reach simply from a statistical body of factual data.It seems to me that the profession will expect this. Third, many of the facts obtained seem to me to be of no interest to the general reader but might be of value to technical personnel in NEM/AV. For example, I do not see any value for the general reader in total number of electric outlets or total number of projection slides. On the other hand, there might be great interest what subject fields are represented in these slides, whether they deal with new curricular practices or with old and outdated content, etc. Fourth, I see no value in averaging data from fifty state where the range is as great as from New York to North Dakota. Such averages have no substantive significance. Also, the graphs in chapter IV are confusing. Would not simple bar graphs be clearer to the reader. Usually line graphs are used where there is a sequential relationship among the data, either in respect to time or some such factor. These data are discrete and the direction of the line is only a function of the order in which the facts are listed.

I think my principal reaction to the report as a whole is that so many of the facts presented are superficial and do not tell me what I most want to know. For example, Chapter II, Table XII deals with research. I think that the reader would want to know about the kinds and quality of research on NEM/AV done in state departments so that he could have a defensible opinion as to whether it is good public policy to make grants for research to state departments as contrasted to universities. Are we to look for importand educational research from state departments or only for statistical, factual reports, both of which have value. Undoubtedly, some state departments must be doing outstanding things in NEM/AV but there is no way to identify them in the report. It is things such as these that have impact on a growing field, and I am sure that you and your staff have concrete examples of such practices. Many of the data in the report, for example, Table II on pages II, 15 and 17) show frequency, not importance.

Maybe I am asking for what cannot be done, but I think that the most important chapter of the report is still to be written and that you and your staff have the knowledge and the insights that are needed to do it.

Thank you for letting me see the report. I am sorry that my letter will be late in feaching you.

Sincerely,

Guy T Buswell

gtb/t

Guy T. Buswell

E-63

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY 1

DIVISION OF EDUCATIONAL COMMUNICATIONS
GR 4 5823

November 29, 1962

Dr. Francis W. Noel
Director
States Audio Visual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Francis:

You and your Project staff are certainly to be congratulated on the tremendous effort represented by your report on Practices of State Departments of Education in New Educational Media/Audiovisual Education During 1960-61. Larry Twyford is reviewing the New York section and will make any changes that might be needed.

My first reaction to your publication is that it is going to be of tremendous value to the entire communications field. We are at present working on a statewide film distribution plan, among other things, so you can see how your publication will assist us in learning what other states are doing. The only reservation I have concerns the many changes that have taken place in our Division. The section concerning New York is certainly accurate for 1960-61, but by no means reflects our new policies and new directions. We are much stronger organization-wise and responsibility-wise than we were at the time of this report. We have, for example, the responsibility of implementing a statewide plan for educational television. If our planning is approved by the Legislature in 1963 our budget will increase by approximately $1,800,000. We also hope to receive $170,000 for field testing of media and materials. I would hope that somewhere in your report it could be indicated that departments like ours are changing rapidly and are progressing rapidly due to the growing recognition of educational communications.

By the way, if you are in the vicinity of New York at any time and can spare a free day to come to Albany I would love to bring you in as a consultant to discuss your Project and our film distribution plan. We could provide travel fees if you are in the east as well as a $100 honorarium. Let me know if this is possible.

Sincerely yours,

Lee

C-64

MELVIN W. BARNES
Superintendent of Schools

Assistant Superintendents
Amo De Bernardis
Norman K. Hamilton
William A. Oliver
Laurence E. Winter

PORTLAND PUBLIC SCHOOLS
631 NORTHEAST CLACKAMAS STREET
PORTLAND 8, OREGON

OFFICE OF THE SUPERINTENDENT

November 30, 1962

Mr. Francis W. Noel
SAVES Project
924 West 37th Street
Los Angeles 7, California

Dear Francis:

Thanks for sending me the copy of the SAVES Project report. Man what a job! I hope I get time to scan it and at least read the conclusions. It is a tremendous job and I am sure it is going to be an encyclopedia of information which will prove invaluable to people working in the area of media. It is a real tribute to your leadership and energy to produce such a document. You know one of my real concerns at this time is the problem of bringing into focus this whole matter of new media. We have developed so many terms and counter terms and cross terms that one wonders what people really believe. Some of the material I read makes me think that the audio-visual person ought to be the superintendent and the superintendent should be secondary to the media program.

By the way, in terms of boating, I have been able to do a little but not as much as I would like to. The boat is in good shape and we are still waiting for you and Betty to come up for a cruise. It is too bad that you do not get more time to use yours more often. Just think, having a boat idle all summer--what a shame. Remember that life is short.

We will be looking forward to seeing both of you. Will see you at DAVI.

Thanks for the report. I will send you my reactions in the very near future.

Sincerely yours,

Amo De Bernardis
Assistant Superintendent

ADB:va

F-65

PAT DOWLING PICTURES
509 SO. BEVERLY DRIVE
BEVERLY HILLS, CALIF.
PHONE: CRESTVIEW 4-1232

Dec.7 1962

Dr.Francis W.Noel
SAVES Project
924 W.37th St
Los Angeles 7 Calif.

Dear Francis:

Don White kindly sent me a copy of your report on NEM/AV through the state departments of education.

I have read this thoroughly the last few evenings and feel sure that this monumental task should accomplish the purposes indicated in the foreword.

My suggestions are mainly trivial but of possible interest to you.

1. Among others who eventually will get this report I hope it will reach the current members of the State Boards of Education in the various states, many of whom,it is said,are politically minded but not particularly up on what the score is Educationwise.

2. A minor suggestion is that to make the data more feadily findable for reference that the eventual page numbering could be by consecutive page numbers all the way from the cover to the back rather than by Sections and Pages.

3.If the authorities in some of our states considered "backward" in this branch of education will study the tabulations of amount of personnel and amount of expenditures, it should spur some of them on to upgrading their operations.

4.Under Conferences and Workshops Page II-25 the number of SDE's working on NEM/AV is good. It might be interesting for the USOE to summarize these pages again in a memo, a year or so after the report has come out.

5.The figures on Page II-39 and ff as to NEM/AV requirements are rather shocking. The report should stir up some of the states along this line.

6.The number of states distributing funds which could be used by School Districts, Counties etc indicates a greater opportunity for selling equipment and materials at the local level, especially in states which do not distribute specially earmarked funds. Thus the school districts themselves, spurred on by dealers, we hope will get on their horse because the N.D.E.A. funds will probably not go on forever.

PRODUCERS AND DISTRIBUTORS OF EDUCATIONAL FILMS AND FILMSTRIPS

E-66

7. In connection with the above my personal feeling is that SchoolDistricts could well get along with less open real estate for their new building programs and spend more for equipment and materials of instruction. This might be a good survey for N.A.V.A. to use, showing how much has gone into land, and buildings seprately, and how much for NEM/AV.

8. Pp II-73 and II-80. States and counties could well produce needed AV materials specifically about their States and Counties (subjects not readily saleable in other localities by materials producers and distributors) Universities in cooperation with SDE's could well produce "teacher training" films, and leave most of the balance of materials for commercial producers.

Yours Sincerely,

Pat Dowling

PAT DOWLING PICTURES.

cc Don White NAVA

E-67

ALAMEDA STATE COLLEGE
COUNTY

22300 FOOTHILL BOULEVARD
HAYWARD, CALIFORNIA
[illegible]

November 29, 1962

Dr. Francis Noel
SAVES Project
University of Southern California
Los Angeles 7, California

Dear Francis:

Thank you very much for the copy of the project report. I had a chance over the Thanksgiving holiday to look it over with some care. It is a handsome, impressive looking document. The staff is to be contratulated on a job well done in a short time.

There is much I could find to commend, e.g. the re-write of Chapter 1 which is excellent, the complete detail in Chapter 2. There are some things that might be improved in my view, but knowing the time schedule you have had and are facing, these are inconsequential.

The only important thing to me is that your analysis of this tremendous mass of information and your recommendations are not visible. I realise this has become progressively less possible for you since June, but I have always harbored a little hope that somehow it would happen. I realise too that you are more than anxious to shed the tremendous load you have been carrying. And in that regard, perhaps it is not so important now that you do evaluate the whole study. Hank Ruark has sent me a copy of the almost-final CSSO study. I don't know how it happened or who did it, but all at once the statement of what a state audiovisual unit ought to be was in the report. In thirteen tight pages are numerous recommendations on almost every area of the SAVES study. These recommendations are stated almost as requirements for state programs. And most of them look pretty good to me. As you know these statements could always be improved to death, but this statement is really a tremendous step forward. It will be interesting to see what happens to it.

Thanks again for the copy of the report. Please give my contratulations and best wishes to all the staff.

Sincerely,

Sidney C. Eboch, Director
AudioVisual Services

SCE:ja

E-68

OREGON STATE SYSTEM OF HIGHER EDUCATION
TEACHING RESEARCH
A CENTER FOR RESEARCH ON TEACHING
MONMOUTH, OREGON

November 30, 1962

Francis W. Noel, Director
SAVES Project
924 W. 37th Street
Los Angeles 7, California

Dear Francis:

The working draft of the SAVES Project was received a couple of days ago and I have just spent a couple of hours reading through it. I think it is terrific. Those first 115 pages contain enough facts to keep a lot of people busy for a long time. I think you have used a very clever way of reporting States which have given no response to an item. I was especially impressed with how few failures to respond you had in the total study. I'm sure you will set some kind of a record in this regard. It is very interesting reading and I think establishes a baseline for future studies which will really tell us how much progress the States will make in the years to come.

The data you have pulled together on each State is simply overwhelming. The "opinion" information pulled together in Chapter IV really gives us some indication of "what is going on inside". I think I can write about 20 proposals for studies and document the need for them just with that information. The last chapter is just what was needed to make the study complete - the insights gained by the staff from the entire study.

The only thing I can think of to suggest which you might consider doing would be to write some sort of a summary of those first 115 pages which would somehow reduce that mass of information into something which the mind could comprehend in some more meaningful way. This is probably a super-human task but from your "discussions of the tables" at the end of each section, you have got a very good start toward a summarization. Now, if this could all be somehow pulled together into some sort of a picture of the present situation in say four or five pages, I think you would have an abstract that would be highly quoted and which might lead to more meaningful reading of the entire report. You could place it in the front as an abstract of the study or handle it as a foreword. This may not be a very useful suggestion, but it is difficult to find anything to comment on when the product is as good as this one. Please excuse my enthusiasm and accept my congratulations for a job extremely well done. My best regards to Sid and other members of your staff.

Sincerely yours,

Jack

Jack V. Edling, Director

JVE/bb

E-69

nea *department of audiovisual instruction*

1201 SIXTEENTH STREET, N.W. • WASHINGTON 6, D. C.

November 28, 1962

Dr. Francis W. Noel
Director, SAVES Project
924 West 37th Street
Los Angeles 7, California

Dear Francis:

The copies of the tome have arrived. Thanks very much.

I have only hurridely looked through the document, and have read here and there; for example, the data on some states with which I was fairly well acquainted. It looks to me as though it is going to be a most useful publication in the field.

Naturally, I would not be in a position to offer criticisms or corrections. This would have to come from people whom you interviewed and from whom you obtained data. I thought the publication well organized. I did find some of the charts reporting trends confusing. I seem to read them all right for the first two-thirds, and then they seem to reverse in the lower third. I guess I'm just not a sophisticated chart reader.

I agree very much that the Chief State School Audio-Visual Officers need DAVI badly. I suppose you are aware of the fact that there is a division in the organization. Some of them feel that they should be independent like CSSO, and not affiliated with DAVI. The other group feels just the opposite. A couple of years ago they severed their affiliation with DAVI and, by the way, do not even have enough members now to qualify for affiliation. In addition, this office was dismissed as the secretary for the group, a thing for which we were happy as far as time was concerned, but unhappy for its indication of a feeling toward DAVI. I have been invited to the meetings for the last two years to give a brief report, so I think things are looking up again.

I can see, after looking at this tremendous document, why you have been so very busy recently. You are to be congratulated upon this achievement, even more so because of the difficult circumstances under which you worked.

Sincerely,

Anna L. Hyer
Executive Secretary

ALH:fke

E-70

SVE

SOCIETY FOR VISUAL EDUCATION INC. ■ 1345 DIVERSEY PARKWAY, CHICAGO 14, ILL.
A BUSINESS CORPORATION SUBSIDIARY OF GRAFLEX INC TELEPHONE: LAKEVIEW 5-1500

"Our 43rd Year"
December 10, 1962

Dr. Francis W. Noel,
Director and Principal Investigator
States AudioVisual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Francis:

I am indebted to our mutual friend Don White for having sent to me a working draft of the SAVES Project. Don flatters me, however, in suggesting that I give you comments not later than December 14. I just cannot work that fast, especially so when we are at the height of our Christmas season.

I have, however, spent a couple of evenings at home mulling over that I think is a monumental manuscript. Even the least informed in the country will appreciate the significance and value of the study. This type of thing has been needed for a long time, but I am already concerned about plans for keeping it up to date. I would assume that every two to three years, a similar survey would be required in order for users of the data to be able to trace trends.

From the viewpoint of the commercial organization, the finished document will be excellent as an accurate guideline to use in planning new products. Every administrator in the country, I am sure, should want to study the published report, to know what is going on in his own state to say nothing of what is going on in other states. The results are bound to mean an impact on the total educational community.

As far as SVE is concerned, you can be sure that the published report will be "must" reading for all of our field personnel, and a good percentage of our home office staff.

We salute you and your colleagues who are responsible for this important project. Personally, I am very happy that you undertook

THE GENERAL PRECISION COMPANIES: [illegible]

E-71

Dr. Francis W. Noel
States AudioVisual Education Study

December 10, 1962

the directorship of the work, and I hope you will be encouraged to stay with plans that I hope will be formulated for a continuing study to produce supplementary reports based on future surveys.

Best wishes to you for a Joyous Christmas.

Sincerely yours,

Jack

John C. Kenna
President

JCK:p

cc: Mr. Don White, Executive Vice-President
National Audio-Visual Association

E-72

CPI

The Center for Programed Instruction, Inc.
a non-profit, educational organization
365 West End Avenue at 77th Street
New York 24, New York

Apartment 11A
TRafalgar 3-7684

December 5, 1962

RECEIVED
DEC 7 1962
SAVES Project

Dr. Francis W. Noel, Director
SAVES Project
States Audio Visual Education Study
927 West 37th St.
Los Angeles 7, California

Dear Francis:

Thanks for the Draft Copy of the SAVES Report. In general, I am very impressed with the kind and scope of information you have gathered.

As far as the teaching machines and programed instruction section goes, unfortunately the past year's activities across the country have been so much greater than '60-'61 that the information presented on pages 84-85 is quite out of date. But I realize the situation you are in and the limitations of the current study.

Best,

P. Kenneth Komoski
President

PKK:mj

E-73

The JAM HANDY Organization
2821 EAST GRAND BOULEVARD
DETROIT 11, MICHIGAN
TRINITY 5-2450

December 27, 1962

Dr. Francis Noel
States Audio-Visual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Dr. Noel:

Please forgive us for not submitting our comments and suggestions on your "Practices of State Departments of Education in New Educational Media/Audio-Visual Education During 1960-61" by December 14. Several educational meetings have taken up the bulk of our time during the early part of December.

We have found the study to be most comprehensive, interesting and helpful. We can think of no additional information to be incorporated into the final report.

Thank you for having a copy submitted to us. If we can be of any assistance in the final report, please do not hesitate to call on us.

Cordially yours,

The JAM HANDY Organization

Robert McDonell
Robert McDonell

RMcD:md

E-74

THE UNIVERSITY OF NEBRASKA
DEPARTMENT OF EDUCATIONAL SERVICES
LINCOLN 8, NEBRASKA

TEACHER PLACEMENT DIVISION
101 TEACHERS COLLEGE

November 27, 1962

Mr. Francis W. Noel
Director and Principal Investigator
SAVES Project
924 West 37th Street
Los Angeles 7, California

Dear Francis:

I have had an opportunity to examine the working draft of "Practices of State Departments of Education in New Educational Media/Audiovisual Education During 1960-1961". I have not read all of the material carefully, but it seems to me that you have done an outstanding piece of work in putting together a most complex picture representing all of the 50 states. I, therefore, at this point have no particular suggestions to make regarding changes in the preliminary copy.

In examining the material on Nebraska it is unfortunate that it does not reflect somewhat more the activities within the State, and this failure is perhaps due to a number of circumstances. There are a number of suggestions that could be made which would help the report to more accurately reflect what is going on. For example on page 218 under "Standards and Accreditation" a further sentence might be added indicating that the accreditation policy does call for a wide range of instructional materials. It is true that the standards do not specify certain material to be available, but they do recognize the necessity for having materials outside of books.

A somewhat serious omission is on page 221 under "Department Television Activity". The State Department of Education has been a member of the Nebraska Council for Educational Television and has actually reproduced many of the materials, including a lesson guide used by the Council. The department has, therefore, taken a very active part in what has been televised, as well as the methods and technique employed. I do not know if any changes are to be made in the copy. If so, at least the above two items should be added.

Congratulations on the monumental piece of work which you and your staff were able to produce.

Sincerely yours,

W. C. Meierhenry
Assistant Dean

WCM:gkn
CC: Dr. Floyd A. Miller
Nebraska Department of Education

902 Confederate Lane
Fairfax, Va.

E-75

Dec. 15

The Pick-Congress
Michigan Boulevard at Congress Expressway
CHICAGO 5, ILLINOIS

Dear Francis,

My apologies for not reacting to the SAVES report sooner. I was very pleased to get it and have been browsing in it off & on ever since. At any rate my response can be summed up in one word - Fine!

A lot of people were expecting something really significant from this project and I think the report is fully appropriate to the top talent and expense that went into it. No one, certainly, can be disappointed. It is an impressive accumulation of info. and a definitive treatment of many factors pertinent to media

Pick

development and to SDE activities.

It shows many things beyond NEM/AV about SDE programs, such as general practices in accreditation, certification, publications, & other policy relationships.

It has consistency of approach & method in dealing with the factors analyzed in Ch. II. "Discussion of Table" sections are good and I particularly like the pointing up of problems and suggested implications.

Aside from its direct benefit to SDE's in planning & evaluation, a major contribution is that it will provide a prime source for facts & figures for multitudes of speeches, articles, proposals, budgets, and arguments in the months & years to come.

A good feature is that any one of the many sub-topics within the chapters could be picked out for separate publication as needed with very little introduction to explain the setting. I'd like very much to see someone do a brief "popularized" report such as N.E.A does in its Little Research Bulletins. Your 7 page summary at the end of Chapter II with a few simplified graphs on selected data would make a good separate publication.

You've probably received

plenty of nit-picking suggestions but I'll add one or two more:

- Get the table of Contents closer to the front. Maybe the long lists of people could be moved into the first chapter & call it "Procedures and Personnel"
- Under Ch. II list *in the* Table *of Contents* each major topic, even tho these are indicated in the List of Tables. This would show more readily what's there and what page to find it on.
- Number all pages consecutively rather than using a new set of numbers for each chapter.
- Give the mail address of each SOE in case readers want to write them -

E-79

The Pick-Congress
Michigan Boulevard at Congress Expressway
CHICAGO 5, ILLINOIS

By all means keep the front cover for the final edition. It's just right — and send me an autographed copy.

Please give my best to Betty and the rest of the staff. I know you are all ready for a well earned rest.

Barry

Coronet
INSTRUCTIONAL FILMS
SALES DEPARTMENT

G-80

December 11, 1962

Dr. Francis W. Noel
States Audio Visual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Francis:

I have spent considerable time carefully reading and reviewing your November, 1962 Working Draft of the States Audio Visual Education Study as supplied to me by Don White of NAVA. The report is tremendous and so broad in scope - almost awesome. I personally think it is an outstanding study, so important that it serve as a stepping stone to further supplemental studies in the next several years. It is outstanding summary information which will assist the office of education and the chief State school officers in planning for future state activities related to new educational media and audio visual education. As a result, it should serve to upgrade many states although no comparisons of states were made or implied.

Actually, the study itself served as a vehicle for various people within state departments to discuss the role of new educational media and audio visual. In my travels throughout the country during the past year, I have been impressed with the fact that your study, questionnaires, and interviews, has focused the attention of many on this matter.

It is unfortunate that there could not have been some comparison between the 1962 questionnaire studies and that made in 1957, so that some degree of progress could have been indicated. I had not realized that there was such a wide variety of activity from state to state. In your chapter 2, page 12, you indicate several important questions which the study will not attempt to answer. Will there be an attempt on the part of the Office of Education or some other organization or agency to find answers to these very important questions?

Again, in chapter 2, pages 36 and 37, you ask seven provocative questions, beginning with 1, How can a State evaluate its program without standards? This is the reason why I indicated that this study really should serve only as a stepping stone to further inquiries.

65 EAST SOUTH WATER STREET · CHICAGO 1, ILLINOIS · DEarborn 2-[illegible]

G-81

What moving force will provoke state departments of education to assess their NEM/AV practices as compared to programs in other states, and to improve them?

I am honored to have had an opportunity to have reviewed your working draft prior to publication. It constitutes a mammoth undertaking, with tremendous findings. I do hope that these findings or questions which have arisen from the Study, will receive further attention as a result of being brought to light. You and your staff are to be complimented on an outstanding job.

Yours sincerely,

CORONET FILMS

E. N. Nelsen
Sales Manager

ENN:st

cc: Dr. S. Reid
Don White

E-82

THE AMERICAN ASSOCIATION OF
COLLEGES FOR TEACHER EDUCATION

[illegible] SIXTEENTH STREET N.W. · WASHINGTON [illegible] D.C. · [illegible]

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J. W. [illegible]
President, State
College of Iowa
Cedar Falls, Iowa

President-Elect
[illegible]
President, Central
Missouri State College
Warrensburg

Executive Secretary
Edward C. Pomeroy

Associate Executive
Secretary
[illegible]

Associate Secretary
for Research and Studies
[illegible]

December 18, 1961

RECEIVED

SAVES Project

Dr. Francis W. Noel
Director and Principal Investigator
States Audio-Visual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Dr. Noel:

Congratulations to you and your staff upon the development of the working draft of the SAVES Project report on "Practices of State Departments of Education in New Educational Media/Audiovisual Education During 1960-61." This is an impressive document and certainly represents a very thoughtful and conscientious effort to explore both the practices and planning of state departments of education regarding the use of new media.

I have reviewed the document with some care and have no particular suggestions to make. I would like to comment, however, on the usefulness of some aspects of the publication. It is my belief that a study of Section 2, particularly those parts dealing with teacher and administrator interest and attitude, will be useful not only to the state departments of education but also to colleges and universities moving ahead with changes in their teacher education offerings.

I also found that your Chapter 5, which included the observations of the interviewing staff and the insights of the authors, was very useful. I hope that this can be maintained in the final publication.

I want to thank you for the opportunity to be kept in touch with your project and to congratulate you once again on a job well done. With very best wishes for a happy Christmas, I remain

Sincerely yours,

Edward C. Pomeroy

Edward C. Pomeroy
Executive Secretary

ECP:ej

E-83

CITY SCHOOL DISTRICT
13 Fitzhugh Street South
ROCHESTER 14, NEW YORK
LOcust 2-8300

December 3, 1962

Dr. Francis W. Noel, Director
SAVES Project
States Audio-Visual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Francis:

Although I have not yet read every word in the Working Draft of "Practices of State Departments of Education", I have turned every page and read many of them including all of Chapters I, II, IV, and V.

This is a tremendous project and I am more than proud to have been in some small way associated with it. The extensive and thorough state by state reports make up an invaluable record that will become a basic reference for the whole audio-visual field. The following chapters, and especially Chapter V give to the study a new dimension.

Now I know you may suspect from the tone of this letter that I am slipping, and that I'm not my usual critical self. But I assure you that I am right up to par, and this study warrants no criticism from me. You have done well.

Sincerely,

Paul

Paul C. Reed, Director
Department of
Instructional Materials

PCR:s

E-84

Wire received 12/12 9:30 A.M.

From E.M. Stackhouse, Richmond, Virginia

Just returned from trip to Australia and received report and letter.

Thanks.

Not sufficient time today to digest report thoroughly but will try

write tomorrow.

Regards.

G-85

HEATH deROCHEMONT CORPORATION
16 ARLINGTON STREET
BOSTON 16, MASS.

J. M. STACKHOUSE
[illegible] PATTERSON AVE
RICHMOND 26, VA.

Dec. 14, 1961

Air Mail

Mr. Francis Noel
[illegible]
[illegible] 27th. St.
Los Angeles 7, Cal.

Dear Francis:

No doubt you received the wire which I sent you on Tuesday, advising that [illegible] and I just returned to my home that day from down under in the South Pacific. I still have not had time to really digest the preliminary draft of your report, but I did read Chapter 8 which you and Betty wrote. As usual, it appears to me that you and Betty did a most excellent job in summarizing and drawing conclusions, but this does not in the least surprise me, as I have come to expect that of the two of you over the years. I regret that circumstances make it impossible to really study your report, but there just has not been time up to now. I am going to try to do this over the upcoming weekend, and write you again.

We were in Tahiti and scheduled to fly to Los Angeles on Dec. 5. I was just preparing to send you a cable that I would stay over in Los Angeles for a day to visit with you when I learned that the flight had been cancelled, and we would have to stay in Papeete several days longer. We did finally come through Los Angeles, but I could not stop, due to prior commitments here.

Will write in more detail about our trip as soon as possible.

Our very warmest regards to you and Betty.

Sincerely,

Stack

J.M. Stackhouse

P.S. Observed my 70th. birthday Dec. 12. I am really beginning to feel the wear and tear of these years.

E-86

INDIANA UNIVERSITY
BLOOMINGTON, INDIANA

November 28, 1962

Dr. Francis W. Noel, Director
SAVES Project
States Audio Visual Education Study
411 West 37th Street
Los Angeles 7, California

Dear Francis:

Just a note to thank you for the working draft of your monumental study. I read through it with a great deal of interest last night and I'm forwarding it to Ole this morning.

I am looking forward to being with you soon when we can discuss the slowly changing and evolving scene in Nigeria.

Sincerely,

Warren

Warren D. Stevens, Coordinator
International Contract and Training Programs,
Audio-Visual Center

WDS:mlw

E-87

UNIVERSITY OF PITTSBURGH
Graduate Library School
PITTSBURGH 13, PENNSYLVANIA

CENTER FOR LIBRARY AND EDUCATIONAL
MEDIA STUDIES

December 18, 1962

Dr. Francis W. Noel
States Audio-Visual Education Study
SAVES Project
924 West 37th Street
Los Angeles 7, California

Dear Francis,

I didn't want this season to pass without extending holiday greetings.

The new job at the University of Pittsburgh is more than challenging and, starting in January, I'll give major time to development of what might be called "Studies of Graduate Professional Education in Communication and the Information Sciences". To put the idea less formally, these studies are being planned as a series of separate R & D projects focused on problems of recruitment and the training of specialists needed to serve in communications-related professions. We are especially interested in the preparation of media service personnel to work in schools and colleges. I think you know the area is one which holds much interest for me, and I'm very pleased that our first major project could result in the design of some new and improved approaches.

With your permission, I'll send along from time to time any special reports prepared at Pitt. And, in return, I hope I may feel free to ask for your help and guidance in thinking through any problems which might also be of special interest to you.

Again, best wishes for the holiday.

Sincerely yours,

C. W. Stone
Director
Center for...Media Studies

CWS/jh

The [illegible] report looks pretty complete

E-88

NASSP

NATIONAL ASSOCIATION OF
Secondary-School Principals
A Department of the National Education Association
1201 Sixteenth Street, N. W., Washington 6, D. C. ADams 4-4848

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Publications

Executive Assistant
[illegible]

November 6, 1962

Dr. Francis W. Noel
Director
SAVES Project
924 West 37th Street
Los Angeles 7, California

Dear Dr. Noel:

You and the staff of the States AudioVisual Education Study are to be commended on a job well done. I have reviewed the study with much interest and am confident that, when published, it will be of great value, not only to audio-visual personnel, but to other educators as well.

The few comments that I have enclosed are more of a minor technical rather than substantive nature which will, perhaps, be taken care of in the final publication. I am concerned that this study does receive general distribution which, I fully realize, is not under your jurisdiction or your problem.

Again, I want you to know of my appreciation for the magnificent job that you have done.

Sincerely yours,

Ellsworth Tompkins

Ellsworth Tompkins
Executive Secretary

ET:dh

Encl.

E-87

MEMO -- THE WORKING DRAFT OF THE STATES AUDIOVISUAL EDUCATION STUDY

Statistical data and research procedures, as outlined in the working draft, indicate an exhaustive study and coverage of the field of audiovisual education and new educational media. A valuable service will be rendered if, and only if, the Office of Education or others make this study available. My reaction to the working draft is, in general, extremely favorable. The few comments which follow are all minor, and perhaps only irritations on my part:

1. The charts in Section II and tables in Section IV are difficult to read because of their design and an attempt to get too much information onto one chart. The tables, it seems to me, would benefit from some numerical scaling.

2. Throughout the report, the use of initials and abbreviations makes reading difficult. This practice is generally discouraged in good educational writing.

3. The state reports, which are excellent, contain much valuable information beyond the scope of new educational media and audiovisual education. These reports provide much insight into other problems and workings of the state education system. For ease of reference, however, in the final form it would be helpful if the top of the page would carry the state.

E-90

THE PENNSYLVANIA STATE UNIVERSITY

UNIVERSITY PARK • PENNSYLVANIA

College of Education
Office of the Dean
~~Burrowes Building~~
275 Chambers Building

December 4, 1962

Mr. Francis W. Noel, Director
SAVES Project
States AudioVisual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Francis:

In accordance with your letter of November 7, I have reviewed the draft of the SAVES Report.

I have four notions, as follow:

1. Table I-E Requirements (page II-7) II-9 indicates requirements in education were not related to NDEA/AV. Probably some were, but how much?

2. Table IV Equipment and Materials. Could you enrich the report by telling what SDE is to do with equipments they have?

3. It would be helpful if interviewers were identified with the states where they interviewed personnel.

4. What check was made, if any, on accuracy of report? It would lend greater weight to the volume if this question were answered.

In general, I think the SAVES Report fills an important need for a knowledge of the status of the movement. Congratulations on a job well done.

Sincerely,

A. W. VanderMeer, Dean
College of Education

AWV:ul

E-90A

National
Audio-Visual
Association, Inc. [illegible] SPRING STREET FAIRFAX VIRGINIA TELEPHONE [illegible]

November 29, 1962

AIR MAIL

Dr. Francis W. Noel
Director and Principal Investigator
States Audio-Visual Education Study
924 West 37th Street
Los Angeles 7, California

Dear Francis:

You and Sid and the others in the SAVES project have certainly done a monumental job of preparing the report. I am sure it will serve as a source and reference book for many years to come.

I have only one general comment. It seemed to me that some of the excellent information given in Chapter II might possibly be more helpful if specific states were listed in addition to the percentages. Just for an example, take "materials distribution", page II-76 - this information would be somewhat more helpful, I would think, if a listing were made of the individual states which had the various types of distribution.

I realize that it would take quite a lot of space to do this generally, but I wonder if perhaps some sort of compromise could be made on the more important points. It seems to me that now the printing of the percentages in paragraph form, and then running essentially the same information in graphic form, amounts to repeating the same information.

I have only two other very minor comments. On page II-58, line two, since you are mentioning the Association of Chief State School Officers, those words probably should be capitalized, and the word "association" added. And in your bibliography, I would appreciate it if you could include a mention of our "Audio-Visual Equipment Directory", 9th Edition, to be published January, 1963 by NAVA. This will as usual contain specifications and photos of the current models of audio-visual equipment.

I have sent out the 25 copies of your report to people within the industry who I consider to be relatively knowledgeable, and have asked them to send their comments to you by December 14.

Again, my congratulations on a thoroughly constructive report.

Sincerely,

Executive Vice-President

DonWhite/jc
Typed and signed in Mr. White's absence

E-91

H. WILSON CORPORATION

MANUFACTURERS OF AUDIO VISUAL EQUIPMENT

546 W. 119th Street
Chicago 28, Illinois
CO 4-4412

Dictated 12-6-62
December 7, 1962

Dr. Francis W. Noel
State's Audio Visual Education Study
924 West 37th Street
Los Angeles 7, California

Good Morning Sir:

Don White has recently sent me the working draft of your project report and asked that I forward comments to you.

Last night, I spent approximately an hour looking over the working draft----was tremendously impressed with its approach and presentation of the research problem and personally cannot think of a single comment for potential improvement.

It is my feeling that the summary information here-in contained should provide the U.S. Office of Education, Chief State School Officers, State and Municipal Educators and Audio-visualists with an excellent criteria for comparison and should, without a doubt, point out guide lines for improvement of programs everywhere.

If the report doesn't subtly act as a sledge hammer to motivate both the Office of Education and the Chief State School Officers to step up their participation and guidance in the audio-visual area, I will be quite surprised.

From a manufacturers point of view, I find the working draft tremendously interesting and can immediately see that it will be very helpful in our future planning.

Dr. Noel, please accept a layman's opinion for whatever it is worth---I feel you and your staff are to be commended for the insight exhibited in selecting the areas of research problems, for the arduous task of an excellent compilation and presentation of the various catagories.

Hope you and your family enjoy one of the happiest holiday seasons ever.

Will look forward to seeing you personally again at the Denver DAVI Meeting.

Kindest personal regards

H. WILSON CORPORATION

Howard Wilson

Howard Wilson
HW:jj

IMAGINATION . . . AT WORK FOR EDUCATION